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ABSTRACT

Arikara is spoken by the Arikara Tribe on the Fort Berthold Indian Reservation in North Dakota. This textbook is designed for use in a beginning language class or for independent study. It is intended to be a practical introduction to the language that will serve the need for a year-long course at either the secondary or postsecondary level. It is hoped that the book also constitutes a modest contribution to the preservation of the rich Arikara linguistic heritage. The 50 lessons combine in their themes grammar instruction with vocabulary development. Verb charts and a vocabulary list are appended. (JB)

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INTRODUCTION TO THE ARIKARA LANGUAGE

BY

DOUGLAS R. PARKS, JANET BELTRAN

AND

ELLA P. WATERS

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ERRATA SHEET

Page (line)	Is	Should Read
vii (3)	or,	or
viii (9)	object pronouns	object pronouns,
3 (8)	exlamation	exclamation
24 (12)	tikukaaNAsšo'	tikukaaNAsšó'
35 (19)	parenthesis	parentheses
37 (10)	tikukaaNAsšó	tikukaaNAsšó'
40 (1)	tikukaaNAsšó	tikukaaNAsšó'
44 (8)	Witiišuxtii'Uxísto'	Witiišuxtii'Uxíšto'
47 (13)	nawáxch	nawáxtš
50 (21)	ničistsapáhtu'	ničištsapáhtu'
54 (5)	isataaniwíru	isataaniwíru'
54 (5)	pi'aačiísu	pi'aačiísu'
59 (6)	teewiRItčé	teewiRItčé'
62 (1)	taakáxts	taakáxtš
79 (29)	TiWIsíRIsh	TiWIsíRIš
83 (27)	skh skhuučitakúxu'	skx skxuučitakúxu'
134 (8)	NIškúsu'	Niškúsu'
134 (19)	čiNIsthuneepiínu'	čiNIšthuneepiínu'
138 (26)	Ka naranoóku'	Ka naraanoóku'
140 (7)	ShuxtaahnaaníNAt	ŠuxtaahnaaníNAt
142 (24)	KaakikutskaaNAsšó' etčiísu'.	KaakaatItká.
143 (29)	Kaakaaxítka.	KaakaaxItká.
175 (2)	remain	remains
203 (2)	Čukú akanaanataá'u'?	Čukú naáka akanaanataá'u'?
206 (7)	tAhnaa	tAhnaak
211 (2)	haáwa?	haáwa'?
211 (30)	NAthkaahčituú'	NAtkhaahčituú'
224 (22)	naraNUstAhkataáNU	naraaNUstAhkataáNU
240 (25)	Ka naachitaá'A	Ka naačitaá'A
244 (13)	tiraahuúNU	naraahuúNU
255 (14)	šitiNAxwé'	šitiRAxwé'

(over)

Page (line)	Is	Should Read
270 (28)	xUhčíNIsh	xUhčíNIš̲
271 (14)	Hạạ́’Ax	Ha̲á̲’Ax
271 (21)	Haá’	Hạ̲ạ̲́’
283 (15)	dropped [insert]	, a final glottal stop is inserted,
309 (28)	xaatatkaxúxu’	xaatatkak̲úxu’
310 (21)	xaatatkaxúxu’	xaatatkak̲úxu’
313 (24)	číkAt 'to drink'	č̲i̲i̲k̲a̲ 'to drink'
328 (24)	kooxunapaanaásu’	kooxi̲i̲napaanaásu’
348 (26)	katAxií’I	ku̲tAxií’I

Note: The line numbers above are found by counting down the page, beginning with the first printed word or line on the page, including titles.

TiweNUsaakarí̌cI nikuwetiresWAtwaáhAt

AniinuuNUxtaahiwaáRA

T^{i}*naraa'iitúxkUx*
kuNAhúx xunáNIš

Today we remember them,
The ways of the old ones who were:
The good ways that were ours.

From the song
Memorial to the Old Scouts

Cover: Crow Ghost (1849-1926), a prominent Arikara ceremonial leader. (Photograph courtesy of the State Historical Society of North Dakota.)

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INTRODUCTION

An Introduction to Arikara is a textbook designed for use in a beginning Arikara language class or, independent study. It is intended to be a practical introduction to the language that will serve the need for a year-long course at either the secondary or post-secondary level. It is, then, primarily a learning device--particularly one suited to local needs--and not a traditional linguistic description. Nevertheless, the book will also hopefully stand as a modest contribution to the preservation of a small portion of the rich Arikara linguistic heritage.

Today Arikara is spoken on the Fort Berthold Indian Reservation in west central North Dakota. It is historically related to four languages spoken by tribes living to the south on the Plains. Spoken formerly in Nebraska and today in Oklahoma, Pawnee is the language most closely related to Arikara. In fact, the two are highly divergent dialects of a single language. More distantly related to them are Wichita, spoken in Oklahoma, and Kitsai, formerly spoken in Texas but now extinct. Even more distantly related is Caddo, a language formerly in eastern Texas and the surrounding area, but today spoken in central Oklahoma. Together these five languages--Arikara, Pawnee, Wichita, Kitsai, and Caddo--compose what is known as the Caddoan language family.

In the early 1970's a serious interest in learning about their language and cultural heritage emerged within the Arikara community. Both younger people in school and middle-aged ones alike expressed a desire for classes in which the Arikara language would be taught. At that time there were no teaching materials for a language class at any level--elementary, secondary, or post-secondary. In part as a response to the need for such materials--not only for Arikara, but for other languages within the state as well--the North Dakota Indian Languages Program was established at Mary College in 1973 and has continued to the present. The purpose of the program has been to develop written materials for teaching the languages native to North Dakota.

This book has grown out of interest from within the Arikara community. It began as sets of lessons that were written for teaching Arikara in classes at Mary College and in the White Shield community. These classes, offered at various times over the past three years (1976-1979), have been taught by a two person team: Mrs. Ella P. Waters, a respected speaker of the language, and Douglas R. Parks, a linguist. The lessons themselves have been designed and written by Mrs. Janet Beltran and Parks. Slightly over half of them have been used in the classroom and, subsequently, modified. The remainder, because of time pressures, have not been tested: they were written more recently and were combined with the earlier lessons to provide a fuller text that would satisfy the pressing need for one designed for a year-long course.

The lessons, as a whole, do not present a comprehensive introduction to Arikara. Rather, they treat in more or less detail selected topics that are essential to an elementary knowledge of the language. Some aspects of Arikara, like noun classification and the pluralization of pronominal subjects, have been explained more fully, while other topics have been covered either briefly, or not at all. The reason for this uneven treatment is simple: some topics are more essential than others, and some are more easily presented at the introductory level. To present one seemingly simple matter, object pronouns would, in fact, have added many more lessons had it been introduced. Thus, if we had attempted to cover all of the basic grammar, the book would necessarily have been twice as large as it is.

Arikara is both a beautiful and interesting language, but it is also unusually difficult to learn, primarily because it differs so strikingly from English. The number of sounds in the language--its alphabet--is relatively small. Arikara has 22 sounds, whereas English has 35 or more. Yet in Arikara one must whisper many of the sounds in words. Learning to perceive and produce these sounds and learning when one must whisper them in words are difficult matters for a non-speaker. Furthermore, although the number of sounds in the language is small, the changes that the sounds undergo during the process of word formation are numerous and complex. These other sound processes, too, present an unusual problem for the language learner.

Another challenge for the learner involves the number and kinds of elements that are part of the make-up of verbs. In Arikara, the verb consists of many more meaningful elements than it does in English; in fact, the verb is a sentence unto itself. Subject and object pronouns, tense, mode, aspect, and possession, as well as a number of other categories are a part of verbal inflection. Further, noun subjects of some verbs and objects of others are incorporated into the verb. In English, most of these same concepts are expressed by independent words in the sentence, rather than as dependent elements that are tightly bound together within a word. In learning Arikara, one must thus cope with a language structure that is quite different from English.

Finally, Arikara seems difficult because most of its verbs have individual peculiarities of various sorts in their inflection. Particularly in the inflection for subject and object plurality is this true. Consequently, a learner is not able to produce automatically all of the various inflected forms of a verb unless he knows all of their individual characteristics.

In spite of these problems, it is possible to learn Arikara just as one can learn any other language. It is important, though, that the student learn patterns. In Arikara, pattern learning, especially those in the verb form charts, is perhaps more crucial for success in learning than it is in many languages because the sound changes that occur in word formation must in large part become internalized through memorizing large numbers of examples. For this reason the lessons in this book have been designed with an emphasis on the presentation of patterns and an accompanying analysis of the words within those patterns. The analyses themselves need not be memorized. They are primarily intended to provide the student with an insight into the mechanics of word formation. The actual production of words, however, must become an automatic process on the part of the learner, since to become a fluent speaker one should not have to rely on building words through a long, thought-out (that is, building block) analytic process.

Many people and organizations have helped in one or another to make this book possible, and to each of them we owe a debt of gratitude. The most fundamental contributions have come from Mrs. Ella P. Waters, who has been a consultant and teacher since the Indian Languages Program began. Her interest in and dedication to the project, as well as her patience and good humor, are deeply appreciated. Many other Arikara elders who have contributed help in various ways and deserve special thanks are Mr. Alfred Morsette, Sr., Mr. William Deane, Jr., Mrs. Nellie Yellow Bird, Mrs. Wilena Little Soldier, Miss Esther Perkins, and Mrs. Florence White. The students in the Arikara language classes held at Mary College and in the White Shield community have also provided valuable assistance in the refinement of many of the lessons.

The National Endowment for the Humanities and the Office of Education (under a Title III grant to Mary College) have provided the necessary financial support for the work of the North Dakota Indian Languages Program. Mary College, and particularly its Chairman of the Board of Trustees, Dr. Harold J. Miller, has given enthusiastic support to the Indian Languages Program and generously provided it with a congenial environment in which to work.

Finally, it is a pleasure to acknowledge the assistance of Mrs. Holly Ryckman, who skillfully helped design the layout of the lessons and who did a superb job of typing the book.

HOW TO USE THIS BOOK

These lessons introduce you to the Arikara language. They give you a basic knowledge of the sound system, grammar, and vocabulary.

As you progress through the lessons, you will develop the ability to make simple statements, give basic commands, and ask questions in Arikara. By the time you have completed all of the 50 lessons, you will be able to use your new language skill in talking about one or more individuals engaged in a variety of activities in the past, present, or future. You will know, among other things, the Arikara names for various tribes, utensils, animals, colors, everyday items of clothing, and how to greet a person. You will, moreover, be able to form both simple and complex sentences.

The lessons begin very simply, taking you one step at a time into the Arikara language. Gradually the lessons become more complex, each one building on what you have learned previously. This gives you a firm foundation for the basics and a usable vocabulary.

By Lesson 41, you will have developed a strong understanding of the language, how it works, and the method of learning it. This should enable you to study and learn more quickly and efficiently. To meet your increased ability, each lesson in the final third of the book contains more information and is more complex than any of the earlier lessons.

In progressing gradually from the easy to the more complicated, it is essential that you learn each lesson thoroughly. To get the most out of each lesson, study it in every possible way: this means learning to read, write, and say each word and sentence in Arikara as well as learning the English equivalent. The learning process takes a lot of practice.

As a learner, you should review the vocabulary words and sentences of earlier lessons when they can be used in the lesson you are currently studying. However, you must avoid the temptation to translate directly from English into Arikara. Usually the result will not be Arikara. When you are not sure of the accuracy of your work, try to check with a native Arikara speaker.

Several features of this book were specially designed to help you study more efficiently. Understanding these special helps, and using them properly, will make your task easier.

The practice section of each lesson has a double purpose. It serves as an exercise in the vocabulary and sentence patterns you have just begun to learn. Then it provides a self-test which enables you to evaluate your progress. A † in front of an exercise indicates that the answers are at the end of the lesson.

Each grammatical term is fully explained in the lesson in which it occurs. Next the term is listed, alphabetically, together with its definition, in the Glossary/Index at the back of the book. So if you meet the term in a later lesson, but cannot remember what it means or where it was explained, check the term in the Glossary/Index. There you will also find the number of the lesson in which it was explained. Turn to that lesson if you need more information.

After the lessons in this book, there is a section containing verb charts. These charts consist of a selection of typical verbs that are used throughout the book--ones that are transitive and intransitive, active and passive--and contain the inflected forms for pronominal subjects in the singular, dual, and plural numbers. They are given in three modes: negative, interrogative, and potential. The purpose of the charts is to present a variety of verbs in these forms so that you may learn them and refer to them when studying. They are also an important learning device: most of the sound changes that occur in Arikara verbal inflection are contained in this sample; and when you have mastered this material, you should be able to inflect new verbs that you learn, making the correct sound changes.

The Arikara-English and English-Arikara word lists at the back of the book are another learning device as well as a vocabulary list. Each Arikara entry includes: the word or word part; its Arikara part of speech; if it is a verb stem, the kind of verb and verb class; the English equivalent; and the lesson number in which it was introduced. It, thus, serves as a concise review of each Arikara word, as an index to the lesson in which it was first covered, and as a self-test to check your knowledge of vocabulary.

Practice, review, and application of earlier learned material to more recently learned material are the keys to mastering these Arikara language lessons. We sincerely wish you success in this worthwhile study you are about to start.

LESSON 1

The Arikara Sound System: The Consonants

The Arikara language contains sounds that are both familiar and unfamiliar to English speakers. There are 22 sounds in Arikara: 12 consonant sounds and 10 vowel sounds. Written Arikara has just 22 symbols to represent these sounds, one symbol for each sound. (A symbol is a letter or mark, or a combination of these.) Although Arikara is written in most of the same letters as English, the sound value for some of the letters is different. To read and write Arikara accurately, you must learn the correct symbol for each sound and the correct sound for each symbol.

NOTE: In order to provide a model sound for you to copy, you will be asked to relate most of the Arikara sounds to similar English sounds. Keep in mind that this method does not give you the true quality of the Arikara sounds, only an approximation. The best way to learn these sounds is to study them with an Arikara speaker.

CONSONANT SOUNDS

The 12 Arikara consonant sounds are written:

č h n s š w -- These are like English.

k p t -- These are similar to English.

r x ' -- These are unlike English.

1. These consonant sounds are like English.

č as in the last sound of the English word which.
You hear it in the Arikara words

čiwáhtš tičipáno'

h as in the English word hit.
You hear it in the Arikara words

wáh hukós tanáha'

n as in the English word now.
You hear it in the Arikara words

nís hánu'

s   as in the English word sit.
You hear it in the Arikara words

siíšu'   nakás   neesítš

š   as in the English word ship.
You hear it in the Arikara words

šawítš   hiíš   niíšu'

w   as in the English word will.
You hear it in the Arikara words

wáh   čiwáhtš

2. These consonant sounds are similar to English.

k   as in the English word skin, but not as in the English word kin.
You hear it in the Arikara words

káwitš   hukós

p   as in the English word speak, but not as in the English word peak.
You hear it in the Arikara words

patát   ápos

t   as in the English word stick, but not as in the English word tick.
You hear it in the Arikara words

tanáha'   hítš   patát   niwót

3. These consonant sounds are unlike English.

r   Tap the tip of your tongue against the bony ridge that lies
just behind your upper teeth.
You hear it in the Arikara words

skarútš   ariíku'

x   has two variations.
Strong x is made by saying 'come' with the back of your tongue against the soft palate to produce friction. Do not let air build up behind your tongue.
You hear it in the Arikara words

sáx   xaátš   háxtš

Soft x is made by saying 'kick' with the middle part of your tongue against the roof of your mouth (hard palate).
You hear it in the Arikara words

skuúxu'   tikarúx

3. This sound is not written in English.

' This is the symbol for the sound called 'glottal stop'. It is a catch or stoppage of air in the throat as in the middle of the English exlamation 'uh-uh'.
You hear it in the Arikara words

ariíku'   ka'ít   tičipáno'   niíšu'

HOW TO STUDY

1. In Class

Close your book and listen to the speaker say each word and its sound. Practice listening to the speaker and then say the words and sounds after the speaker.

Open your book, listen to the speaker say each word and its sound. Practice reading the words and sounds with the speaker.

As the speaker says each word, write only the beginning sound. Check your answers.

2. Independent Student

Read the directions for saying Arikara consonant sounds. Practice saying each sound and the words given as examples. The best way to learn Arikara pronunciation is to study with an Arikara speaker. If that is not possible, listen to tapes or simply study the book.

TEST YOURSELF

NOTE: All the exercises in this book are self-correcting. You may check many of the exercises with the material in the text. Where answers are provided the exercises will be marked with a †. You will find the answers at the end of the lesson.

† 1. Write the correct Arikara letter(s) for the sound of the underlined letter(s) in the English words.

a. skin
b. which
c. come
d. will
e. sit
f. stick
g. hit
h. kick
i. ship
j. speak
k. now
l. uh-uh

† 2. Give the correct Arikara letter for the sound described below.

Tap the tip of your tongue against the bony ridge that lies just behind your upper teeth.

† 3. Write the letter for the first sound of each word three times and say the word each time you write the letter.

a. čiwáhtš
b. hukós
c. nís
d. siíšu'
e. šawítš
f. wáh
g. káwitš
h. patát
i. tanáha'
j. xaátš

† 4. Write the letter for the second sound of this word.

ariíku'

† 5. Write the letter for the last sound of these words.

a. tikarúx
b. niíšu'

† 6. Match the letters in Column B with the underlined sounds of the English model words in Column A.

Column A	Column B
1. ship	k
2. come	p
3. will	t
4. uh-uh	x
5. skin	’
6. now	č
7. kick	h
8. speak	n
9. which	s
10. stick	š
11. hit	w
12. sit	x

7. Ask someone to dictate the words to you. Write the letters for the sounds as in Exercises 3, 4 and 5.

ANSWERS

1. a. k
b. č
c. strong x
d. w
e. s
f. t
g. h
h. soft x
i. š
j. p
k. n
l. ’

2. r

3. a. č
b. h
c. n
d. s
e. š
f. w
g. k
h. p
i. t
j. x

(ANSWERS continued)

4. r

5. a. x

b. ’

6. 1. š

2. x

3. w

4. ’

5. k

6. n

7. x

8. p

9. č

10. t

11. h

12. s

LESSON 2

The Arikara Sound System: The Vowels

VOWEL SOUNDS

The 10 Arikara vowel sounds are written:

a e i o u -- These are the short vowel sounds.
aa ee ii oo uu -- These are the long vowel sounds.

1. Short Vowel Sounds

a has two variations.

Sometimes it sounds like the first English vowel in ago.
You hear it in the Arikara words

sáx patát apáru'

Sometimes it sounds like the underlined English vowel in father.
You hear it in the Arikara words

wáh nawáh

e sounds like the English vowel in bed.
You hear it in the Arikara words

tičé' etčiísu'

i sounds like the English vowel sound that falls between the sounds in police and pit.
You hear it in the Arikara words

nís neesítš

NOTE: A variation of this sound is a raised i, as in t^{i}naákUx. It is written raised because the sound is not fully pronounced. It is similar to the English contraction of cannot which becomes can't. i is found only in the combination tin in certain words.

EXAMPLE: t^{i}naákUx at^{i}ná'

o sounds like the English vowel in wrote.
You hear it in the Arikara words

štóh niwót

u sounds like the English vowel in Luke.
You hear it in the Arikara words

koóxu' tšús skarútš

2. Long Vowel Sounds

Without changing the sound, some vowels are held longer than others. We call these long vowels.

aa sounds like the English vowel in pa.
You hear it in the Arikara words

xaátš haátu' nakaraáku'

ee sounds like the underlined part of the English word neighbor.
You hear it in the Arikara words

neesítš heé'

ii sounds much like the underlined English vowel in machine.
You hear it in the Arikara words

hiíš wiísu'

oo sounds much like the English vowel in go.
You hear it in the Arikara words

koóxu' nooxíni'

uu sounds like the English vowel in rude.
You hear it in the Arikara words

huú' skuúxu'

PRACTICE

† 1. Write the correct Arikara letters(s) for the sound of the underlined letter(s) in the English words.

a. go
b. Luke
c. neighbor
d. wrote
e. pa
f. bed
g. machine
h. rude
i. police/pit
j. ago
k. father

† 2. Give the correct Arikara letter for the sound described below:

A variation of a short vowel sound that is similar to English contraction.

† 3. Write the letters for the first vowel sound of each word three times. Say the word each time you write the letters.

a. t^{i}naákUx
b. xaátš
c. nawáh
d. tšús
e. nooxíni'
f. patát
g. š+óh
h. wiísu'
i. etčiísu'
j. nís
k. neesíč
l. huú'

† 4. Match the letters in Column B with the underlined vowels in the English model words in Column A.

	Column A	Column B
1.	bed	a
2.	father	a
3.	go	e
4.	machine	i
5.	ago	o
6.	neighbor	u
7.	police/pit	aa
8.	Luke	ee
9.	pa	ii
10.	wrote	oo
11.	rude	uu

†5. Write the letters for the long vowel sounds.

†6. Write the letters for the short vowel sounds.

7. Ask someone to dictate the words to you. Write the letters for the sounds as in Exercise 3.

TEST YOURSELF

Answers these questions. Check the information in Lessons 1 and 2 to correct your answers.

1. There are _____ sounds in the Arikara language.

2. _____ sounds are consonants.

3. _____ sounds are vowels.

4. _____ sounds have variations. They are _____.

5. The consonant sounds are written ____________.

6. The vowel sounds are written ________________.

7. Tell whether each letter or set of letters is long or short.

a. ee
b. ii
c. a
d. $\underline{i}$
e. o
f. uu
g. e
h. i
i. aa
j. u
k. oo

8. Write the symbols for the Arikara sounds that are most unlike English.

9. Read these words to an Arikara speaker. Ask him to correct your pronunciation.

čiwáhtš
hukós
neesítš
šawítš
háxtš
tikarúx
ka'ít
wáh

patát
skarútš
sáx
skuúxu'
etčiísu'
at^{i}ná'
xaátš
nooxíni'

ANSWERS

Practice

1. a. oo
   b. u
   c. ee
   d. o
   e. aa
   f. e
   g. ii
   h. uu
   i. i
   j. a
   k. a

2. i̲

3. a. i̲
   b. aa
   c. a
   d. u
   e. oo
   f. a
   g. o
   h. ii
   i. e
   j. i
   k. ee
   l. uu

4. 1. e
   2. a
   3. oo
   4. ii
   5. a
   6. ee
   7. i
   8. u
   9. aa
   10. o
   11. uu

5. aa, ee, ii, oo, uu

6. a, e, i, o, u

LESSON 3

Whispered Sounds

SPOKEN AND WRITTEN SOUNDS

Many Arikara words are written with capital letters like this:

táWIt   čiíRA   sUxčés

Capital letters within the word are a signal to whisper the sounds for these letters.

To understand whispered sounds, you must learn about syllables and stress in the Arikara language.

1. Syllables

Read these English words. How many syllables are there in each one?

1. bird
2. calendar
3. beauty
4. outside
5. extension

A syllable contains only one vowel sound. For each vowel sound, there is a syllable. Therefore:

bird has 1 syllable

cal-en-dar has 3 syllables

beau-ty has 2 syllables

out-side has 2 syllables

ex-ten-sion has 3 syllables

In English, syllables may begin with either a vowel or a consonant. In Arikara, syllables usually begin with a consonant. Only beginning syllables of an Arikara word begin with either a vowel or a consonant.

† Rewrite these Arikara words and separate them into syllables.

a. kásu'
b. čiriíku'
c. skarútš
d. apáru'
e. ka'ít

Notice the mark (´) written over one vowel in each Arikara word. When you learn how to read it, this mark, called a stress mark, will help you read the Arikara correctly.

The stress mark indicates which syllable is said with more force than the others. In Arikara words, stress is written over vowels, not over consonants. It is also written over vowels in one-syllable words. Every word in Arikara, except verb stems, has a stressed syllable.

† Read these Arikara words. Which syllable is stressed in each word?

a. kásu'
b. ka'ít
c. čiriíku'
d. xaátš

NOTE: Where two vowels are written together to symbolize a long vowel sound, as in xaátš, the stress mark is written over the second letter.

2. Whispered Sounds

Use what you have learned about reading Arikara syllables and stress to understand whispered sounds.

† Read these words aloud and write the letters for the whispered sounds in each word.

a. táWIt
b. čiíRA
c. apostaáNUx

† Answer the following questions about these three words:

a. Is the whispered vowel long or short?
b. Is the whispered syllable stressed?
c. Does čiíRA end in a glottal stop?
d. Which vowels are whispered?
e. Are any consonants whispered?
f. Which consonants are whispered?

From these few examples you have learned these guidelines:

a. Only short vowels are whispered. Long vowels are never whispered.

b. Only unstressed syllables have whispered sounds. Stressed syllables never have whispered sounds.

c. Short vowels a, i, and u in final unstressed syllables are usually whispered unless the last sound in the syllables is '. If the final unstressed syllable ends in ', the short vowels a, i, and u are voiced.

d. The short vowels a, i, and u may be whispered. The short vowels e and o are always voiced in these circumstances.

e. The consonants n, r, and w are whispered when they come just before a whispered vowel.

NOTE: Some sounds are not whispered although they seem to follow these guidelines.

† Practice recognizing whispered sounds. Rewrite these words with capital letters to show the whispered sounds.

a. suxčés

b. wahûx

c. itkaánu'

† Review

a. Write the short vowel sounds in the Arikara language.

b. Write the long vowel sounds in the Arikara language.

c. Write the consonant sounds most like English.

d. Write the consonant sounds similar to English.

e. Write the consonant sounds unlike English.

f. Divide these Arikara words into syllables:

wiitá'u' tawiriwóx áxkUx

g. Rewrite these words with capital letters to show the whispered sounds:

wárux nasawíu' tuuteérit

CONVERSATION

There are two ways to greet a person in Arikara. One is the man's way. The other is the woman's way. The two dialogues below are alike, except for the opening statement in each. Learn the appropriate one.

A. First Speaker: ČiíRA. 'Hello.' (man speaking)

Second Speaker: Tičé wekuNAxuú'Ut? 'How are you (sing.)?'

First Speaker: AtíštIt tatuú'Ut. 'I'm fine.'

B. First Speaker: Nawáh. 'Hello.' (woman speaking)

Second Speaker: Tičé wekuNAxuú'Ut? 'How are you (sing.)?'

First Speaker: AtíštIt tatuú'Ut. 'I'm fine.'

VOCABULARY

Learn the Arikara names of four food items. Whenever you learn vocabulary items you should understand the meaning of the words and be able to say, read and write them in Arikara.

patát	potato
WAhúx	squash
káwitš	cabbage
isataá'u'	bread

SENTENCE PATTERNS

Use the vocabulary items you just learned in these two sentence patterns. Learn the meaning and be able to say, read and write them correctly.

A. **EXAMPLE**: T^{i}naákUx tí' patát. This is a potato.

Practice

Complete the sentence with the Arikara equivalent for the English word.

T^{i}naákUx tí' ______________.

bread
squash
potato
cabbage

B. EXAMPLE: NuunaákUx tí' WAhúx. This is a squash.

Practice

Complete the sentence with the Arikara equivalent for the English word.

NuunaákUx tí' ______________.

cabbage
bread
squash
potato

C. Translate the English sentences into Arikara and the Arikara sentences into English.

1. T^{i}naákUx tí' patát.
2. That is bread.
3. NuunaákUx tí' patát.
4. This is a squash.
5. NuunaákUx tí' WAhúx.
6. T^{i}naákUx tí' isataá'u'.
7. This is a potato.
8. That is a cabbage.

GRAMMAR

Translate the following sentences into English.

T^{i}naákUx tí' káwitš.

NuunaákUx tí' patát.

If you translate the first sentence as 'This is a cabbage.' and the second as 'This is a potato.' you are correct. However, you may translate the first sentence as:

'This is a cabbage.' or 'This is the cabbage.'

and you may translate the second sentence as:

'This is a potato.' or 'This is the potato.'

In Arikara, there is no separate word or word part to indicate the definite article the or the indefinite article a or an. It is not necessary to use these parts of speech in correct Arikara. They are used in correct English and should be included, where appropriate, in the English translation.

TEST YOURSELF

1. Write the Arikara names for three vegetables.

2. Match the Arikara and the English words.

a. bread	a. káwitš
b. potato	b. isataá'u'
c. squash	c. patát
d. cabbage	d. WAhúx

3. Translate these sentences into English.

   a. NuunaákUx tí' káwitš.

   b. T^{i}naákUx tí' patát.

   c. T^{i}naákUx tí' WAhúx.

   d. NuunaákUx tí' isataá'u'.

4. Translate these sentences into Arikara. Write them as well as say them.

   a. This is bread.
   b. That is squash.
   c. That is a potato.
   d. This is cabbage.

+5. Translate this sentence into as many different English sentences as possible.

NuunaákUx tí' WAhúx.

6. Write the letters for the long vowel sounds in Arikara.

7. Write the letters for the consonant sounds in Arikara.

8. Write the letters for the short vowel sounds in Arikara.

9. Answer True or False for each statement.

   a. Long vowels are sometimes whispered.

   b. Some consonants are whispered.

   c. a, i, and u are whispered in certain circumstances.

   d. Only unstressed syllables have whispered sounds.

ANSWERS

1. Syllables

a. ká-su’
b. či-rií-ku’
c. ska-rúťs̆

d. a-páru’
e. ka-’ít

a. first
b. second or last

c. second
d. first or only

2. Whispered Sounds

a. WI
b. RA
c. NU

a. short
b. no
c. no

d. i, a; u
e. yes
f. w, r, n

a. sUxčés
b. WAhúx

c. Itkaánu’

Review

a. a, e, i, o, u
b. aa, ee, ii, oo, uu
c. č, h, n, s, š, w
d. k, p, t,
e. r, x, ’

f. wii-tá-’u’
ta-wi-ri-wóx
áx-kUx
g. wáRUx
NAsawí’u’
tuuteéRIt

Test Yourself

Except for Question 5 which is answered below, all answers may be found in Lessons 1, 2 and 3.

5. That is squash. That is a squash. That is the squash.

LESSON 4

More Foods

SPOKEN AND WRITTEN SOUNDS

Position of Sounds in Words

1. Every sound is not found in every position in Arikara. This is also true of the English language. For example, an English word may end in ng (sing), but no English word begins with that sound. If you learn the possible positions of each Arikara sound, you will be able to say and write the language more accurately.

Study the sample words that are given for each Arikara consonant sound that is like English.

č	čiwáhtš	tičipáno'	
h	hukós	tanáha'	wáh
n	nís	hánu'	
s	siíšu'	neesítš	nakás
š	šawítš	niíšu'	hiíš
w	wáh	čiwáhtš	

These words are representative of the placement of these sounds throughout Arikara.

†2. Answer these questions about the position of sounds in the words above:

1. Are all these sounds found at the beginning of the words?
2. Are all these sounds found in the middle of words?
3. Are all these sounds found at the end of words?
4. Which of these consonants are final sounds?
5. Which of these consonants are not final sounds?

3. From these few examples you have learned that:

   1. The consonant sounds č, h, n, s, š, and w are beginning sounds of Arikara words.

   2. The consonant sounds č, h, n, s, š, and w are also middle sounds in Arikara words.

   3. The consonant sounds č, h, s, and š are final sounds in Arikara words.

   4. The consonant sounds n and w are not final sounds in Arikara words.

4. Review

   Prepare three columns. Head the first one Beginning Sounds, the second Middle Sounds, and the third Final Sounds. Write the letters for the consonant sounds like English in the correct columns.

   Check your answers with the information above.

CONVERSATION

Learn to say, read and write these Arikara phrases. Where appropriate, they will be used instead of English instructions.

ŠuuNUxtaniíno' saNIšíni'.	'Write it in Arikara.'
Šuxwaáko' saNIšíni'.	'Say it in Arikara.'
ŠuuNUxwakunaasíhtš saNIšíni'.	'Answer the question in Arikara.'
Witiišuxtii'Uxísto' nakuwaákA t^{i}naroósI saNIšíni'.	'Learn to say these Arikara words.'
Tičé no' nakuwaákA saNIšíni'?	'How do you say it in Arikara?'

VOCABULARY

Witiišuxtii'Uxísto' nakuwaákA t^{i}naroósI saNIšíni'.

wahUxanaáxu'	'watermelon'
ápos	'apple'
apostaáNUx	'peach'
nuhnaanunáWI	'pear'

SENTENCE PATTERNS

Use the vocabulary items you have learned in these sentence patterns.

A. EXAMPLE:

TikukaaNAsšó' wahUxanaáxu'. 'I want (to eat) a watermelon.'

Practice

Šuxwaáko' saNIšíni'.

TikukaaNAsšó' ______________.

apple
peach
watermelon
pear

B. EXAMPLE:

Škuúxu ápos.

Practice

Šuxwaáko' saNIšíni'.

Škuúxu ________________.

pear
watermelon
peach
apple

C. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. Give me an apple.
2. I want (to eat) cabbage.
3. Give me the bread.
4. Give me a peach.
5. I want (to eat) an apple.
6. I want (to eat) watermelon.
7. Give me a pear.
8. I want (to eat) bread.
9. Give me the squash.
10. I want (to eat) a potato.
11. Give me the cabbage.
12. I want (to eat) the peach.
13. Give me the watermelon.
14. I want (to eat) a pear.
15. I want (to eat) squash.
16. Give me a potato.

D. Say it in English.

1. TikukaaNAsšó' nuhnaanunáWI.
2. Škuúxu patát.
3. TikukaaNAsšó' wahUxanaáxu'.
4. TikukaaNAsšó' isataá'u'.
5. Škuúxu káwitš.
6. Škuúxu ápos.
7. TikukaaNAsšó' apostaáNUx.
8. Škuúxu WAhúx.
9. TikukaaNAsšó' káwitš.
10. Škuúxu nuhnaanunáWI.
11. TikukaaNAsšo' ápos.
12. Škuúxu apostaáNUx.
13. Škuúxu wahUxanaáxu'.
14. TikukaaNAsšó' WAhúx.
15. TikukaaNAsšó' patát.
16. Škuúxu isataá'u'.

E. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. This is a watermelon.
2. That is a pear.
3. This is an apple.
4. That is a peach.

F. Say it in English.

1. NuunaákUx tí' apostaáNUx.
2. T^{i}naákUx tí' wahUxanaáxu'.
3. NuunaákUx tí' nuhnaanunáWI.
4. T^{i}naákUx tí' ápos.

TEST YOURSELF

1. Prepare three columns. Head the first one Vegetable, the second Fruit, and the third Other. List each of the eight (8) Arikara vocabulary items you have learned in the column that describes it best.

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. Give me an apple.
   b. This is bread.
   c. I want (to eat) watermelon.
   d. That is a peach.
   e. I want (to eat) cabbage.
   f. Give me a potato.
   g. That is a pear.
   h. This is squash.

3. Say it in English.

   a. T^{i}naákUx tí' isataá'u'.

   b. Škuúxu wahUxanaáxu'.

   c. NuunaákUx tí' káwitš.

   d. TikukaaNAsšó' apostaáNUx.

   e. Škuúxu ápos.

   f. NuunaákUx tí' nuhnaanunáWI.

   g. T^{i}naákUx tí' WAhúx.

   h. TikukaaNAsšó' patát.

4. Cross out the word in each series that does not belong with the others.

   a. wahUxanaáxu', ápos, isataá'u', nuhnaanunáWI

   b. patát, apostaáNUx, káwitš, WAhúx

ANSWERS

Spoken and Written Sounds

2. 1. yes
   2. yes
   3. no
   4. č, h, s, š
   5. n, w

LESSON 5

Granular Foods

SPOKEN AND WRITTEN SOUNDS

Long and Short Vowels

1. Practice. Read and say aloud these pairs of words. The first word of each pair is an example of the short vowel sound. The second word of each pair is an example of the long vowel sound.

xás - xaátš

neskúhtš - neesítš

hítš - hiíš

kóstš - koóxu’

xúhtš - uúxu’

2. In this list of food names all the vowel letters have been left out. Say each word aloud. Follow directions and fill in only the letters asked for.

a. p___t´___t

b. W___h´___x

c. k___w´___tš

d. ___s___t___ ´___’___’

e. w___h___x___n___ ´___x___’

f. ´___p___s

g. ___p___st___ ´___N___x

h. n___hn___ ___n___ ___n´___WI

Directions

In items a and e fill in a.

In items h and g fill in aa.

In items c and d fill in i.

In items f and g fill in o.

In items b and e fill in u.

In item h fill in uu.

CONVERSATION

ŠuuNUxtaniíno’ saNIštaakAhníni’.	'Write it in English.'
Šuxwaáko’ saNIštaakAhníni’.	'Say it in English.'
ŠuuNUxwakunaasíhtš saNIštaakAhníni’.	'Answer the question in English.'
Tičé no’ nakuwaákA saNIštaakAhníni’?	'How do you say it in English?'
Šuxwaáko’ štóh.	'Say it again.'

VOCABULARY

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

ka’istaáka	'salt'
ka’ít	'sugar'
nakatiitítš	'pepper'
átit	'beans'

SENTENCE PATTERNS

Use the vocabulary items in these sentence patterns.

A. EXAMPLE:

T^{i}naroósI tí’It ka’istaáka. 'This is salt.'

Practice

Šuxwaáko’ saNIšíni’.

T^{i}naroósI tí’It _________.

pepper
sugar
beans
salt

B. EXAMPLE:

NuunaroósI tí’It ka’ít. 'That is sugar.'

Practice

Šuxwaáko' saNIšíni'.

Nuųnaroósl tí'It ________________.

beans
salt
pepper
sugar

C. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. This is pepper.
2. Those are beans.
3. This is salt.
4. That is sugar.
5. These are beans.
6. That is pepper.
7. This is sugar.
8. That is salt.

D. Šuxwaáko' saNIštaakAhníni'.

1. NuunaroósI tí'It átit.
2. T^{i}naroósI tí'It nakatiitíts̆.
3. NuunaroósI tí'It ka'ít.
4. T^{i}naroósI tí'It ka'istaáka.
5. NuunaroósI tí'It nakatiitíts̆.
6. T^{i}naroósI tí'It ka'ít.
7. NuunaroósI tí'It ka'istaáka.
8. T^{i}naroósI tí'It átit.

TEST YOURSELF

1. Write the long vowels of the Arikara language.

2. Write the short vowels of the Arikara language.

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. That is sugar.
   b. These are beans.
   c. This is salt.
   d. That is pepper.

4. Match the Arikara words with their English equivalents.

Column A	Column B
1. patát	a. bread
2. nakatiitíts̆	b. sugar
3. isataá'u'	c. beans
4. ka'ít	d. peach
5. nuhnaanunáWI	e. salt
6. átit	f. pepper
7. apostaáNUx	g. potato
8. ka'istaáka	h. pear

5. Šuxwaáko' saNIšíni'.

   a. Answer the question in English.
   b. Say it in Arikara.
   c. Write in English.
   d. Learn to say these words in Arikara.
   e. How do you say it in English?
   f. Say it again.
   g. Write it in Arikara.
   h. Answer the questions in Arikara.
   i. Say it in English.
   j. How do you say it in Arikara?

6. Šuxwaáko' saNIštaakAhníni'.

   a. Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

   b. ŠuuNUxtaniíno' saNIšíni'.

   c. ŠuuNUxwakunaasíhts̆ saNIšíni'.

   d. Šuxwaáko' štóh.

   e. ŠuuNUxtaniíno' saNIštaakAhníni'.

   f. Tic̆é no' nakuwaákA saNIšíni'?

   g. Šuxwaáko' saNIšíni'.

   h. ŠuuNUxwakunaasíhts̆ saNIštaakAhníni'.

   i. Šuxwaáko' saNIštaakAhníni'.

   j. Tic̆é no' nakuwaákA saNIštaakAhníni'?

7. Šuxwaáko' saNIštaakAhníni'.

   a. T^{i}naroósI tí'It nakatiitíts̆.

   b. NuunaroósI tí'It ka'istaáka.

   c. T^{i}naroósI tí'It ka'ít.

   d. NuunaroósI tí'It átit.

LESSON 6

More Granular Foods

SPOKEN AND WRITTEN SOUNDS

Position of Sounds in Words

1. Study the sample words that are given for each Arikara consonant sound that is similar to English, or that is unlike English.

k	kawítš	hukós	
p	patát	ápos	
t	tanáha'	hítš	niwót
r		skarútš	
x (strong)	xaátš	háxtš	sáx
x (soft)		skuúxu'	tikarúx
'		ka'ít	ariíku'

†2. Answer these questions about the position of sounds in the words above:

a. Are all of these sounds found at the beginning of words?
b. Which sounds are beginning sounds?
c. Which sounds are not beginning sounds?
d. Are all of these sounds found in the middle of words?
e. Which of these sounds are final sounds?
f. Which of these sounds are not final sounds?

3. From these examples you have learned that:

a. The consonant sounds k, p, t, and strong x are beginning sounds of Arikara words.

b. The consonant sounds r, soft x, and ' are not beginning sounds of Arikara words.

c. The consonant sounds k, p, t, r, strong x, soft x, and ' are middle sounds in Arikara words.

d. The consonant sounds t, strong x, soft x, and ' are final sounds in Arikara words.

e. The consonant sounds k, p, and r are not final sounds in Arikara words.

NOTE: Some Arikara word parts begin with r. When they are joined with other word parts and begin a word or sentence, r becomes n.

4. Review

Prepare three columns. Head the first one Beginning Sounds, the second Middle Sounds, and the third Final Sounds.

Write the letters for the consonant sounds that are similar to English or are unlike English in the correct columns.

Check your answers with the information above.

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

1.	Tičé wekuNAxuú'Ut?	'How are you?'
	AtíštIt kaakatuú'Ut.	'I'm not well.'
2.	Tičé wekuNAxuú'Ut?	'How are you?'
	Wetikoowiriitaánu'.	'I'm getting warm.'
3.	Tičé wekuNAxuú'Ut?	'How are you?'
	wetikoowiRItčé'.	'I'm very hot.'
4.	Tičé wekuNAxuú'Ut?	'How are you?'
	Wetikoonaásu'.	'I'm cold.'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

ničiišanaáxu'	'roasted corn'
taakáxtš	'dried meat'
tapáhtu'	'pemmican'
tsástš	'meat'

SENTENCE PATTERNS

Use the vocabulary items in these sentence patterns.

A. EXAMPLE:

TikukaaNAsšó' ničiišanaáxu'. 'I want (to eat) roasted corn.'

Practice

Šuxwaáko' saNIšíni'.

TikukaaNAsšó' ____________.

pemmican
dried meat
meat
roasted corn

B. EXAMPLE:

Škuxtaánu taakáxtš. 'Give me the dried meat.'

Practice

Šuxwaáko' saNIšíni'.

Škuxtaánu ________________.

meat
pemmican
roasted corn
dried meat

C. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. Give me the roasted corn.
2. I want (to eat) pemmican.
3. Give me the meat.
4. I want (to eat) dried meat.
5. Give me the pemmican.
6. I want (to eat) the meat.
7. Give me the dried meat.
8. I want (to eat) the roasted corn.

D. Šuxwaáko' saNIštaakAhníni'.

1. TikukaaNAsšó' taakáxtš.
2. Škuxtaánu tsástš.
3. TikukaaNAsšó' tapáhtu'.
4. Škuxtaánu ničiišanaáxu'.
5. TikukaaNAsšó' tsástš.
6. Škuxtaánu taakáxtš.
7. TikukaaNAsšó' ničiišanaáxu'.
8. Škuxtaánu tapáhtu'.

TEST YOURSELF

1. Next to each Arikara word below there is an English word. If the two words have the same meaning, write same. If the two words do not have the same meaning, substitute the English word that matches the Arikara.

a.	ka'istaáka	roasted corn
b.	ka'ít	sugar
c.	ničiišanaáxu'	salt
d.	tsástš	beans
e.	nakatiitítš	meat
f.	taakáxtš	pemmican
g.	átit	beans
h.	tapáhtu'	dried meat

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. Give me the beans.
b. Give me the roasted corn.
c. Give me the meat.
d. This is meat.
e. This is salt
f. This is pepper.
g. I want (to eat) pepper.
h. I want (to eat) pemmican.
i. I want (to eat) sugar.
j. That is sugar.
k. That is dried meat.

3. Šuxwaáko' saNIštaakAhníni'.

   a. T^{i}naroósI tí'It ka'istaáka.
   b. T^{i}naroósI tí'It ka'ít.
   c. Škuxtaánu ka'ít.
   d. Škuxtaánu nakatiitíts̆.
   e. NuunaroósI tí'It átit.
   f. NuunaroósI tí'It ničiišanaáxu'.
   g. TikukaaNAsšó' ničiišanaáxu'.
   h. TikukaaNAsšó' taakáxts̆.
   i. TikukaaNAsšó' tapáhtu'.
   j. Škuxtaánu tapáhtu'.
   k. Škuxtaánu tsásts̆.

4. List all the Arikara consonants that are found at the beginning of words.

5. List all the Arikara consonants that are found at the end of words.

6. List all the Arikara consonants that are found in the middle of words.

7. ŠuuNUxwakunaasíhts̆ saNIšíni'. Use the cue in parenthesis.

   a. Tičé wekuNAxuú'Ut? (well)
   b. Tičé wekuNAxuú'Ut? (tired)
   c. Tičé wekuNAxuú'Ut? (getting warm)
   d. Tičé wekuNAxuú'Ut? (not well)
   e. Tičé wekuNAxuú'Ut? (cold)
   f. Tičé wekuNAxuú'Ut? (very hot)

ANSWERS

Spoken and Written Sounds

2. a. No
   b. k, p, t, and strong x
   c. r, soft x, and '
   d. yes
   e. t, strong x, soft x, and '

LESSON 7

Classifying Foods

SPOKEN AND WRITTEN SOUNDS

Position of Sounds in Words

1. Study the sample words that are given for each Arikara vowel sound:

a	apáru’	sáx	
a		wáh	ka’istaáka
e	etčiísu’	tičé’	ItUhtaáwe
i	inásti’	nís	
o		niwót	tikukaaNAsšó
u		koóxu’	
aa		tšaápis	
ee		neesítš	
ii		wiísu’	
oo		nooxíni’	
uu	uúxu’	skuúxu’	

†2. Answer these questions about the position of sounds in the words above:

a. Are all of these sounds found at the beginning of words?
b. Which sounds are beginning sounds?
c. Which sounds are not beginning sounds?
d. Are all of these sounds found in the middle of words?
e. Which of these sounds are final sounds?
f. Which of these sounds are not final sounds?

3. From these examples you have learned that:

a. The vowel sounds a, e, i, and uu are beginning sounds of Arikara words.

b. The vowel sounds o, u, aa, ee, ii, and oo are not beginning sounds of Arikara words.

c. The vowel sounds a, e, i, o, u, aa, ee, ii, oo, and uu, are middle sounds in Arikara words.

d. The vowel sounds a, e, and o are final sounds in Arikara words.

e. The vowel sounds i, u, aa, ee, ii, oo, and uu are not final sounds in Arikara words.

4. Review

Prepare three columns. Head the first one Beginning Sounds, the second Middle Sounds, and the third Final Sounds.

Check your answers with the information above.

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

1. Tičé wekuNAxuú'Ut? 'How are you?'
   Wetikoowí'At. 'I'm tired.'
2. Tičé wekuNAxuú'Ut?
   Wetikisčípi. 'I'm sleepy.'
3. Tičé wekuNAxuú'Ut?
   WetikuNAsá'Ux. 'I'm hungry.'
4. Tičé wekuNAxuú'Ut?
   WetikuhAstaahíš. 'I'm thirsty.'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

isataaniwíru'	'biscuit'
isataaka'ít	'cake'
niWAharít	'plum'
tsaskatóx	'steak'
tsastsapáhtu'	'hamburger'
tšús	'grapes'
atIhtaraniítu'	'coffee beans'
pakUsuú'	'rice'
ničištsapáhtu'	'cornmeal'

GRAMMAR AND SENTENCE PATTERNS

In previous lessons you used food items in two sets of sentence patterns. You practiced a particular set of food items with each set of sentence patterns. They were not interchanged. For example, you said

T^{i}naákUx tí' patát. 'This is a potato.'

but

T^{i}naroósI tí'It ka'istaáka. 'This is salt.'

In English, the two sentences follow the same pattern; in Arikara they do not. Arikara speakers divide food into three categories; liquid, granular and everything else.

Let us consider the categories of granular and everything else. Foods such as salt, beans, the general class meat, roasted corn, pemmican, rice and cornmeal are made up of particles or granules. When Arikara speakers talk about these foods, even one serving, they use the plural form of the verb.

Foods such as potato, cabbage, a loaf of bread, watermelon, steak, a biscuit are neither liquid nor granular. When Arikara speakers talk about one of each of these foods, they use the singular form of the verb.

Practice

†1. Tell which of these foods are in the granular category.

isataaniwíru'
tsaskatóx
atIhtaraniítu'
tšús
isataaka'ít
pakUsuú'
tsastsapáhtu'
niWAharít
ničištsapáhtu'

2. Šuxwaáko' saNIšíni'.

a. T^{i}naroósI tí'It ______________.

coffee beans
cornmeal

b. T^{i}naákUx tí' ________________.

biscuit
plum

c. TikukaaNAsšó ____________________.

plum
cornmeal

NOTE: In this pattern the same verb is used for both categories.

d. NuunaákUx tí' ____________________.

cake
steak

e. Škuúxu ________________________.

biscuit
steak

f. NuunaroósI tí'It ________________.

grapes
rice

g. Škuxtaánu ______________________.

grapes
coffee

3. Choose the appropriate word to complete each sentence.

isataaniwíru'   tsaskatóx   pakUsuú'   ničištsapáhtu'
niWAharít   tšús   isataaka'ít   atIhtaraniítu'   tsastsapáhtu'

a. NuunaroósI tí'It ________________.
b. Škuúxu ____________________________.
c. T^{i}naákUx tí' ____________________.
d. TikukaaNAsshó' ____________________.
e. Škuxtaánu __________________________.
f. T^{i}naroósI tí'It ________________.
g. NuunaákUx tí' ____________________.

4. Choose the correct verb form from the verbs in parentheses below.

a. (T^{i}naroósI tí'It, T^{i}naákUx tí') atIhtaraniítu'.

b. (NuunaroósI tí'It, NuunaákUx tí') tsaskatóx.

c. (Škuúxu, Škuxtaánu) ničištsapáhtu'.

d. (NuunaákUx tí', NuunaroósI tí'It) pakUsuú'.

e. (Škuxtaánu, Škuúxu) isataaka'ít.

f. (T^{i}naákUx tí', T^{i}naroósI tí'It) niWAharít.

g. (Škuúxu, Škuxtaánu) tšús.

h. (NuunaroósI tí'It, NuunaákUx tí') isataaniwíru'.

i. (T^{i}naroósI tí'It, T^{i}naákUx tí') ničištsapáhtu'.

TEST YOURSELF

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. Give me the grapes.
   b. I want (to eat) bread.
   c. This is pepper.
   d. That is watermelon.
   e. This is a plum.
   f. Give me the rice.
   g. That is hamburger.
   h. I want (to eat) steak.
   i. Give me the pemmican.

2. Rewrite these Arikara and English words. Pair the English and Arikara words with the same meaning.

   niWAharít
   tšús
   tsaskatóx
   isataaka'ít
   atIhtaraniítu'
   pakUsuú'
   isataaniwíru'
   ničištsapáhtu'
   tsastsapáhtu'

   coffee beans
   cake
   plum
   rice
   steak
   hamburger
   grape
   biscuit
   cornmeal

3. Šuxwaáko' saNIštaakAhníni'.

   a. T^{i}naroósI tí'It ničiišanaáxu'.

   b. TikukaaNAsšó' ničištsapáhtu'.

   c. NuunaákUx tí' isataaka'ít.

   d. Škuxtaánu tšús.

   e. T^{i}naákUx tí' isataaniwíru'.

   f. Škuúxu tsaskatóx.

   g. TikukaaNAsšó' niWAharít.

   h. NuunaroósI tí'It atIhtaraniítu'.

   i. TikukaaNAsšó' WAhúx.

4. Prepare three columns. Head the first one Beginning Sounds, the second Middle Sounds, and the third Final Sounds. Write the letters for all the Arikara vowel and consonant sounds you have learned in the correct columns.

5. Tičé no' nakuwaákA saNIšíni'?

a. I'm very hot.
b. I'm hungry.
c. How are you?
d. I'm well.
e. I'm tired.
f. I'm getting warm.
g. I'm not well.
h. I'm sleepy.
i. I'm thirsty.
j. I'm cold.
k. Hello (man speaking)

6. Tičé no' nakuwaákA saNIštaakAhníni'?

a. Wetikoowí'At.
b. AtíštIt tatuú'Ut.
c. Nawáh.
d. WetikuhAstaahíš.
e. Tičé wekuNAxuú'Ut?
f. Wetikoowiriitaánu'.
g. Wetikiscípi.
h. Wetikoonaásu'.
i. WetikuNAsá'Ux.
j. AtíštIt kaakatuú'Ut.
k. WetikoowiRItčé'.

ANSWERS

Spoken and Written Sounds

2. a. no.
b. a, e, i, uu
c. o, u, aa, ee, ii, oo
d. yes
e. a, e, o
f. i, u, aa, ee, ii, oo, uu

Grammar and Sentence Patterns

1. Foods in the granular category are: tšus, pakUsuu', ničištsapahtu'

LESSON 8

Speaking About Liquids

SPOKEN AND WRITTEN SOUNDS

Strong x and Soft x

1. Strong x

The Arikara sound we call strong *x* is made by saying 'come' with the back of your tongue against the soft palate to produce friction. Do not let air build up behind your tongue.

Practice saying these words.

sáx   xaátš   koóxu'   xás   tikatóx

Look at the words you have just practiced. Answer the following questions about them.

a. Do you find *x* at the beginning of any word?

b. Which sounds come immediately before *x*?

2. Soft x

The Arikara sound we call soft *x* is made by saying 'kick' with the middle part of your tongue against the roof of your mouth (hard palate).

Practice saying these words.

skuúxu'   huunúxu'   uúxu'   tikarúx

Look at the words you have just practiced. Answer the following questions about them.

a. Do you find *x* at the beginning of any word?

b. Which sounds come immediately before *x*?

3. From these few examples, you have learned these guidelines for pronouncing *x* strong or soft:

a. *x* is pronounced *soft x* only when it is immediately after *u* or *uu*.

b. When *x* is at the beginning of a word or immediately after any sound except *u* or *uu* it is pronounced *strong x*.

†4. Practice reading x correctly.

Is x in each word strong or soft?

1. páxu’
2. koóxu’
3. WAhúx
4. xúhtš
5. háxtš
6. tičitúx
7. xáx

CONVERSATION

Witiišuxtii’Uxísto’ nakuwaákA t^{i}naroósI saNIšíni’.

Tsakuunawíre.	'It’s a nice day.'
Taawirísto’.	'It’s hot weather. (i.e., it’s like summer.)'
Taraananíto’.	'It’s warm.'
Wetikaahunaaničiwiniitaánu’.	'The weather is changing.'

VOCABULARY

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

etčiísu’	'milk'
pahAtčiísu’	'tomato juice, catsup'
tstoóxu’	'water'
tskaatít	'coffee'

SENTENCE PATTERNS

Use the vocabulary items you have learned in these sentence patterns.

A. EXAMPLE:

T^{i}načiraáhkUx tičií’Is etčiísu’. 'This is milk.'

Practice

Šuxwaáko’ saNIšíni’.

T^{i}načiraáhkUx tičií’Is ________________.

tomato juice
coffee
milk
water
catsup

B. EXAMPLE:

Nuunačiraáhkux tičií'Is pahAtčiísu'. 'That is tomato juice.'

Practice

Šuxwaáko' saNIšíni'.

Nuunačiraáhkux tičií'Is ________________.

water
catsup
milk
coffee
tomato juice

C. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. That is catsup.
2. This is milk
3. This is tomato juice.
4. That is water.
5. That is coffee.
6. This is water.
7. That is tomato juice.
8. This is catsup.
9. This is coffee.
10. That is milk.

D. Šuxwaáko' saNIštaakAhníni'.

1. T^{i}načiraáhkUx tičií'Is tstoóxu'.
2. NuunačiraáhkUx tičií'Is tskaatít.
3. T^{i}načiraáhkUx tičií'Is pahAtčiísu'.
4. T^{i}načiraáhkUx tičií'Is etčiísu'.
5. NuunačiraáhkUx tičií'Is pahAtčiísu'.
6. T^{i}načiraáhkUx tičií'Is tskaatít.
7. NuunačiraáhkUx tičií'Is tstoóxu'.
8. NuunačiraáhkUx tičií'Is pahAtčiísu'.
9. T^{i}načiraáhkUx tičií'Is pahAtčiísu'.
10. NuunačiraáhkUx tičií'Is etčiísu'.

TEST YOURSELF

1. ŠuuNUxtaniíno' saNIšíni'.

   a. roasted corn
   b. watermelon
   c. tomato juice
   d. apple
   e. pemmican
   f. peach
   g. water
   h. pear
   i. cake
   j. squash
   k. catsup
   l. coffee beans
   m. milk
   n. rice

2. ŠuuNUxtaniíno' saNIštaakAhníni'.

   a. niWAharít
   b. etčiísu'
   c. isataá'u'
   d. tstoóxu'
   e. tsásts̆
   f. pahAtčiísu'
   g. tsastsapáhtu'
   h. isataaka'ít
   i. tskaatít
   j. ničištsapáhtu'
   k. káwitš
   l. tšús
   m. pahAtčiísu'
   n. isataaniwíru'

3. Choose the correct Arikara equivalent for each English sentence.

   a. This is a plum.
   T^{i}naroósI tí'It niWAharít.
   T^{i}naákUx tí' niWAharít.
   NuunaákUx tí' niWAharít.
   ____

   b. That is pepper.
   NuunaákUx tí' nakatiititítš.
   NuunačiraáhkUx tičií'Is nakatiititítš.
   NuunaroósI tí'It nakatiititítš.
   ____

   c. This is milk.
   T^{i}načiraáhkUx tičií'Is etčiísu'.
   T^{i}naroósI tí'It etčiísu'.
   T^{i}naákUx tí' etčiísu'.
   ____

d. That is hamburger.

T^{i}naroósI tí'It tsastsapáhtu'.

NuunaákUx tí' tsastsapáhtu'.

T^{i}naákUx tí' tsastsapáhtu'.

e. This is rice.

T^{i}naroósI tí'It pakUsuú'.

Nuunačiraáhk Ux tičií'Is pakUsuú'.

NuunaroósI tí'It pakUsuú'.

f. That is coffee.

NuunaákUx tí' tskaatít.

NuunačiraáhkUx tičií'Is tskaatít.

T^{i}načiraáhkUx tičií'Is tskaatít.

†4. Is the sound written x in each of these words soft or strong?

a. taakáxtš
b. tsaskatóx
c. apostaáNUx
d. tstoóxu'
e. uúxu'
f. nawáxch

5. Tičé no' nakuwaákA saNIštaakAhníni'?

a. Taraananító'.
b. Tsakuunawíre.
c. Wetikaahunaaničiwiniitaánu'.
d. Taawirísto'.

ANSWERS

Spoken and Written Sounds

4. 1. strong
2. strong
3. soft
4. strong
5. strong
6. soft
7. both strong

Test Yourself

4. a. strong
b. strong
c. soft
d. strong
e. soft
f. strong

LESSON 9

More About Liquids

SPOKEN AND WRITTEN SOUNDS

Dividing Arikara Words Into Syllables

1. You learned this form in the last lesson. Read it.

   Wetikaahunaaničiwiniitaánu'.

   Isn't it difficult to read as one long, unbroken word? In Lesson 3, you learned about dividing shorter Arikara words into syllables as a help to understanding whispered sounds. When you learn to divide words into syllables, you can divide long Arikara words in the same way that you divide shorter Arikara words. This procedure is useful in learning to read Arikara.

2. Review the guidelines for dividing Arikara words into syllables:

   a. Arikara syllables usually begin with a consonant sound.

   b. Only the beginning syllable of a word begins with a vowel sound.

   c. Dividing Arikara words into syllables is not always the same as dividing them into meaningful parts.

NOTE: You will learn more about this last point later in the course when you analyze Arikara verbs.

3. Rewrite Wetikaahunaaničiwiniitaánu' into syllables. Use guidelines 1 and 2 above.

   Divided into syllables, the word should look like this:

   We-ti-kaa-hu-naa-ni-či-wi-nii-taá-nu'

   Now read it. It's easier, isn't it?

4. Divide these words into syllables:

   a. t^{i}načiraáhkUx is divided into t^{i}-na-či-raáh-kUx.

   h plus another consonant divides between the two consonants, h-k for example.

b. tičií'Is is divided into ti-čií-'Is.

’ is a consonant and begins the syllable rather than ends it, except at the end of a word.

c. etčiísu’ is divided into et-čií-su’.

tč is a consonant cluster and is divided between the two consonant sounds.

NOTE: A consonant cluster is a group of two or more consonant sounds.

5. A restatement of the guidelines for dividing Arikara words into syllables:

   a. Arikara syllables usually begin with a consonant sound.
   b. Only the beginning syllable of a word begins with a vowel sound.
   c. h plus another consonant sound divides between the two consonant sounds.
   d. A consonant cluster is usually divided between the consonant sounds unless it is the beginning or the final sound of the word.
   e. ’ begins a syllable rather than ends it, except at the end of a word.
   f. Dividing Arikara words into syllables is not always the same as dividing them into meaningful parts.

†6. Practice dividing these words into syllables.

   a. ničistsapáhtu’
   b. isataaka’ít
   c. niWAharít
   d. tstoó[illegible]’
   e. tšusčiísu’

CONVERSATION

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

Taraananaaxíto’.	'It’s cold; it’s chilly.'
Taasuú’a’.	'It’s raining.'
Tipsí’.	'It’s cold; it’s wintry.'
Taaxaá’.	'It’s snowing.'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

nakaraáku'	'tea'
čiinaniítu'	'soup'
tšusčiísu'	'grape juice'
pi'aačiísu'	'beer'

SENTENCE PATTERNS

Use the vocabulary items you have learned in these sentence patterns.

A. EXAMPLE:

TikutskaaNAsšó' nakaraáku'.	'I want (to drink) tea.'

Practice

Šuxwaáko' saNIšíni'.

TikutskaaNAsšó' ____________________.

soup
beer
grape juice
tea

B. EXAMPLE:

Škuxčiraánu čiinaniítu'.	'Give me the soup.'

Practice

Šuxwaáko' saNIšíni'.

Škuxčiraánu ____________________.

grape juice
beer
tea
soup

C. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. Give me the soup.
2. I want (to drink) tea.
3. Give me the beer.
4. I want (to drink) grape juice.

5. Give me the tea.
6. I want (to drink) soup.
7. Give me the grape juice.
8. I want (to drink) tea.

D. Šuxwaáko' saNIštaakAhníni'.

1. TikutskaaNAsšó' tšusčiísu'.
2. Škuxčiraánu pi'aačiísu'.
3. TikutskaaNAsšó' čiinaniítu'.
4. Škuxčiraánu nakaraáku'.
5. TikutskaaNAsšó' pi'aačiísu'.
6. Škuxčiraánu nakaraáku'.
7. TikutskaaNAsšó' nakaraáku'.
8. Škuxčiraánu tšusčiísu'.

GRAMMAR

In addition to the two sets of sentence patterns you learned to use with different food categories in Lesson 7, there is a separate set of sentence patterns to use with liquids. A special word part is inserted into the verb form to show that liquid is being talked about. It is not always written the same way. Study the underlined parts of these verb forms.

t^{i}načiraáhkUx tičií'Is

nuunačiraáhkUx tičií'Is

škuxčiraánu

The word part ts is inserted in the verb form tikutskaaNAsšó'.

TEST YOURSELF

1. Rewrite these Arikara and English words. Pair the English and Arikara words with the same meaning on each line.

milk nakaraáku' tskaatít catsup čiinaniítu' soup

pahAtčiísu' grape juice water etčiísu' tomato juice

tstoóxu' coffee tea

2. ŠuuNUxtaniíno' saNIšíni'.

   a. I want (to drink) milk.
   b. Give me the catsup.
   c. This is coffee.
   d. I want (to drink) tea.
   e. That is soup.
   f. This is water.
   g. Give me tomato juice.
   h. That is grape juice.

3. ŠuuNUxtaniíno' saNIštaakAhníni'.

   a. T^{i}načiraáhkUx tičií'Is pahAtčiísu'.
   b. TikutskaaNAsšó' nakaraáku'.
   c. NuunačiraáhkUx tičií'Is čiinaniítu'.
   d. Škuxčiraánu tšusčiísu'.
   e. NuunačiraáhkUx tičií'Is pahAtčiísu'.
   f. T^{i}načiraáhkUx tičií'Is tskaatít.
   g. Škuxčiraánu tstoóxu'.
   h. TikutskaaNAsšó' etčiísu'.

4. Tičé no' nakuwaákA saNIšíni'? ŠuuNUxtaniíno' saNIšíni'.

   a. It's wintry.
   b. The weather is changing.
   c. It's like summer.
   d. It's chilly.
   e. It's raining.
   f. It's a nice day.
   g. It's snowing.
   h. It's warm.

5. Choose the correct verb form to use with each of these food items.

   Škuúxu Škuxčiraánu Škuxtaánu

   a. ________ tsaskatóx.
   b. ________ nakaraáku'.
   c. ________ patát.
   d. ________ tšús.
   e. ________ káwitš.
   f. _______ ničištsapáhtu'.
   g. _______ wahUxanaáxu'.
   h. _______ čiinaniítu'.
   i. _______ atIhtaraniítu'.
   j. _______ taakáxtš.

6. a. Prepare a four column chart. Head the first column Item, the second Liquid, the third Granular, and the last Other.

b. Write the following words in the Item Column:

ničiišanaáxu' niWAharit tstoóxu' nuhnaanunáWI
tsásts̆ isataaniwíru pi'aačiísu tsastsapáhtu'
átit etčiísu'

c. Write an x in the column that fits each item. For example, put x in the Liquid Column for ničiišanaáxu'.

ANSWERS

Spoken and Written Sounds

6. a. ni-čiš-tsa-pah-tu'
b. i-sa-taa-ka-'it
c. ni-WA-ha-rit
d. tstoo-xu'
e. ts̆us-čii-su'

LESSON 10

Some Kinship Terms

SPOKEN AND WRITTEN SOUNDS

x and h

1. Review of x.

   a. Say these words. Is x strong or soft?

   sáx   xúhtš   koóxu'

   b. Say these words. Is x strong or soft?

   uúxu'   tikarúx   WAhúx

   c. Say these pairs of words. One of each pair has a strong x sound. One of each pair has a soft x sound. Listen to the contrast.

   tikatóx - tikarúx   WAhúx - páxu'   xaátš - uúxu'

2. h

   This sound is the same as the first sound in the English word 'hit'. Say these words:

   hukós   šaahé'   paatúh

   This sound is easy for an English speaker to say and read. However, it sounds much like soft x and one can be mistaken for the other.

3. Practice these pairs of words. Listen for the contrast between the sound of soft x in one word and h in the other.

   uúxu' - šaahé'   skuúxu' - tanáha'   tikarúx - nawáh

   Write each word several times. Say the word as you write it.

CONVERSATION

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

Tičé wekunuú’Ut?	'How is he?'
AtíštIt tuú’Ut.	'She is well.'
AtíštIt kaakuú’Ut.	'He is not well.'
Teewiriitaánu’.	'She is getting warm.'
TeewiRItčé’.	'He is very hot.'

VOCABULARY

NOTE: In Arikara, kinship terms, or names of relatives, include a special word part which identifies whose relative it is. Each kinship term must be learned separately. The English translation includes a possessive pronoun -- 'my', 'your', 'his', or 'her'. In Arikara 'his_____' and 'her_____' are the same term.

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

	my	your	his/her
mother	at^{i}ná’	xáx	šáxti’
father	atí’Ax	haá’Ax	hi’áxti’
grandmother	atíka’	áka’	ikaáni’

SENTENCE PATTERNS

Use the kinship terms in these sentences.

A. EXAMPLE:

Haá'Ax tičé nuutaánu'?	'What is your father doing?'

Practice

Šuxwaáko' saNIšíni'.

________________ tičé nuutaánu'?

My mother
Your grandmother
Her father

B. EXAMPLE:

Atí'Ax tiwaaWIhtiíku'.	'My father is talking.'

Practice

Šuxwaáko' saNIšíni'.

________________ tiwaaWIhtiíku'.

His mother
My grandmother
Her mother

NOTE: The kinship terms may also be used with the sentences you learned in the Conversation Section.

C. EXAMPLE:

Áka' tičé wekunuú'Ut?	'How is your grandmother?'

Practice

Šuxwaáko' saNIšíni'.

________________ tičé wekunuú'Ut?

Your mother
His father
My grandmother

D. EXAMPLE:

Atíka’ atíštIt tuú’Ut.	'My grandmother is well.'

Practice

Šuxwaáko’ saNIšíni’.

__________________ atíštIt tuú’Ut.

His grandmother
Your mother
My father

E. EXAMPLE:

Ikaáni’ atíštIt kaakuú’Ut.	'Her grandmother is not well.'

Practice

Šuxwaáko’ saNIšíni’.

__________________ atíštIt kaakuú’Ut.

Your father
His grandmother
My mother

F. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

1. What is his grandmother doing?
2. My mother is not well.
3. Your father is very hot.
4. How is her mother?
5. Her grandmother is talking.
6. My father is well.
7. What is your mother doing?
8. My grandmother is very hot.
9. Her father is not well.
10. How is his mother?
11. His father is getting warm.
12. Your grandmother is talking.

G. Šuxwaáko' saNIštaakAhníni'.

1. At^{i}ná' teewiriitaánu'.
2. Hi'áxti' tičé nuutaánu'?
3. Áka' atíštIt kaakuú'Ut.
4. Šáxti' tiwaaWIhtiíku'.
5. Atíka' teewiRItčé.
6. Atí'Ax tičé wekunuú'Ut?
7. Xáx atíštIt tuú'Ut.
8. Ikaáni' tiwaaWIhtiíku'.
9. Haá'Ax atíštIt kaakuú'Ut.

GRAMMAR

A. The verbs you are using in this lesson are in the third person singular form.

1. For example, in

   Atíka' tiwaaWIhtiíku'.

   you are saying, in a word-for-word (literal) translation,

   'My-grandmother she-is-talking.'

   If you drop the kinship term and say

   TiwaaWIhtiíku'.

   the English translation is simply

   'She-is-talking.'

2. You ask the question

   Šáxti' tičé nuutaánu'?

   In a word-for-word (literal) translation it means

   'His-mother what is she-doing?'

If you drop the kinship term and say

Tičé nuutaánu'?

the English translation is simply

'What is-she-doing?'

In Arikara, the third person singular pronoun subject is part of the verb.

B. There is only one form for saying any Arikara verb in the third person singular. Unlike English, the Arikara third person singular form means all three:

'he _____'

'she _____'

'it _____'

If there are other clues in the sentence, such as the noun used as subject, you will know whether to use 'he', 'she', or 'it'. If no clue is given, you are free to choose whichever pronoun you wish.

C. *Practice*

1. Substitute *he* or *she* for the noun subject used in each sentence.

a. Atí'Ax atíštIt tuú'Ut.

b. Ikaáni' tiwaaWIhtiíku'.

c. Xáx tičé nuutaánu'?

†2. Write these sentences in *literal* English.

a. Haá'Ax tičé nuutaánu'?

b. Atí'Ax tiwaaWIhtiíku'.

c. Áka' tičé wekunuú'Ut?

d. Atíka' atíštIt tuú'Ut.

e. At^{i}ná' atíštIt kaakuú'Ut.

f. Hi'áxti' teewiriiitaánu'.

g. Šáxti' teewiRItčé'.

TEST YOURSELF

1. In each series, choose the kinship term that names the same person as the first term.

a. šáxti':	atíka'	at^{i}ná'	hi'áxti'
b. áka':	ikaáni'	xáx	haá'Ax
c. ikaáni':	šáxti'	atí'Ax	áka'
d. atí'Ax:	xáx	atíka'	haá'Ax

2. Write the Arikara kinship terms for 'mother', 'father', and 'grandmother' in the possessed forms for 'my', 'your', and 'his/her'.

†3. Choose the most appropriate answer to each question.

a. Áka' tičé nuutaánu'?	Xáx tiwaaWIhtiíku'. Atíka' tiwaaWIhtiíku'. Ikaáni' atíštIt tuú'Ut. ____________________
b. Šáxti' tičé wekunuú'Ut?	At^{i}ná' teewiriitaánu'. Šáxti' atíštIt kaakuú'Ut. Hi'áxti' atíštIt tuú'Ut. ____________________

†4. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. It's raining.
b. I want (to drink) tea.
c. His father is not well.
d. I'm very hot.
e. Give me a peach.
f. This is tomato juice.
g. That is cabbage.
h. Learn to say these Arikara words.
i. I want (to eat) a biscuit.
j. Say it again.

†5. Choose the appropriate food names to complete the sentence.

a. TikukaaNAsšó' (etčiísu', ápos, tskaatít).

b. T^{i}naákUx tí' (patát, tsastš, pi'aaciísu').

c. Škuxtaánu (isataaka'ít, tstoóxu', nakatiitíts).

d. NuunaákUx tí' (čiinaniítu', káwitš, tapáhtu').

e. Škuúxu (isataá'u', taakáxts, pahAtčiísu').

f. NuunaroósI tí'It (tšusčiísu', niWAharít, tšús).

g. T^{i}načiraáhkUx tičií'Is (tsaskatóx, etčiísu', pakUsuú').

h. T^{i}naroósI tí'It (tskaatít, ničiišanaáxu', WAhúx).

i. TikutskaaNAsšó' (wahUxanaáxu', ka'ít, pi'aačiísu').

j. NuunačiraáhkUx tičií'Is (ničištsapáhtu', tstoóxu', apostaáNUx).

k. TikukaaNAsšó' (atIhtaraniítu', isataaniwíru', tšusčiísu').

l. Škuxčiraánu (ka'istaáka, čiinaniítu', nuhnaanunáWI).

ANSWERS

Grammar

C. 2. a. 'Your-father what is-he-doing?'
b. 'My-father he-is-talking.'
c. 'Your-grandmother how is-she?'
d. 'My-grandmother she-is well.'
e. 'My-mother she-is not-well.'
f. 'Her-father he-is-getting-warm.'
g. 'His-mother she-is-very-hot.'

Test Yourself

3. a. Atíka' tiwaaWIhtiíku'.
b. Šáxti' atíštIt kaakuú'Ut.

4. a. Taasuú'a'.
b. TikutskaaNAsšó' nakaraáku'.
c. Hi'áxti' atíštIt kaakuú'Ut.
d. WetikoowiRItčé'.
e. Škuúxu apostaáNUx.
f. T^{i}načiraáhkUx tičií'Is pahAtčiísu'.
g. NuunaákUx tí' káwitš.
h. Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.
i. TikukaaNAsšó' isataaniwíru'.
j. Šuxwaáko' štóh.

5. a. ápos
b. patát
c. nakatiitítš
d. tapáhtu'
e. isataá'u'
f. tšús
g. etčiísu'
h. ničiišanaáxu'
i. pi'aačiísu'
j. tstoóxu'
k. atIhtaraniítu'
l. čiinaniítu'

LESSON 11

More Kinship Terms

SPOKEN AND WRITTEN SOUNDS

k, p, t

In English, those sounds are pronounced in different ways depending upon their position in a word. Hold your hand in front of your mouth as you say these words aloud.

kill - skill

pill - spill

till - still

You should feel a puff of air on your hand when you say the first word of each pair, but you should not feel a puff of air when you say the second word of each pair.

In Arikara, these sounds are said without the puff of air regardless of where they are located in a word. Practice saying these Arikara words aloud.

kaakí'	nakás	neskúhtš	kóstš	píš	ápa'
patát	ápos	tí'	haátu'	niwót	taáts

Remember: The beginning sound of the word kóstš is written k not g.

The beginning sound of the word píš is written p not b.

The beginning sound of the word tí' is written t not d.

The letters g, b, and d are not used in the Arikara writing system.

CONVERSATION

1. Witiišuxtii'Uxíšto' nakuwaákA tⁱnaroósI saNIšíni'.

Teenaásu'.	'She is cold.'
Teewí'ᴀt.	'She is tired.'
Tisčípi.	'He is sleepy.'
TihAstaahíš.	'He is thirsty.'
TuNAsá'Ux.	'She is hungry.'

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. He is sleepy.
   b. She is cold.
   c. He is hungry.
   d. He is tired.
   e. She is thirsty.

3. Šuxwaáko' saNIštaakAhníni'.

   a. TuNAsá'Ux.
   b. Teewí'At.
   c. TihAstaahíš.
   d. Teenaásu'.
   e. Tisčípi.

VOCABULARY

1. Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

	my	your	his/her
grandfather	atípa'	ápa'	ipáhni'
uncle*	tiWIsíRIš	aWIsíRIš	iwaaníRIš

*This term is used for one's mother's brother, not for one's father's brother. One's father's brother is called 'father'.

2. You may further identify kinship terms by adding a personal name, just as in English. For example,

   Mary šáxti', literally, Mary her-mother, is translated 'Mary's mother'.

   Mary šáxti' tičé nuutaánu'? 'What is Mary's mother doing?'
   Mary šáxti' tiwaaWIhtiíku'. 'Mary's mother is talking.'

3. Tiče̋ no' nakuwaákA saNIšíni'?

   a. her grandfather
   b. your uncle
   c. my grandfather
   d. his uncle
   e. your grandfather
   f. my uncle

4. [illegible]čé no' nakuwaákA saNIštaakAhníni'?

   a. ápa'
   b. tiWIsíRIš
   c. ipáhni'
   d. aWIsíRIš
   e. atípa'
   f. iwaaníŖIš

SENTENCE PATTERNS

Use the kinship terms in these sentences.

A. EXAMPLE:

Ápa' títka.	'Your grandfather is sleeping.'

Practice

Šuxwaáko' saNIšíni'.

________________ títka.

My grandfather
Susie's uncle

B. EXAMPLE:

IwaaníRIš tiraanoóku'.	'Her uncle is singing.'

Practice

Šuxwaáko' saNIšíni'.

__________________ tiraanoóku'.

His grandfather
My uncle

C. EXAMPLE:

TiWIsíRIš teepáku'.	'My uncle is fighting.'

Practice

Šuxwaáko' saNIšíni'.

____________________ teepáku'.

Bob's grandfather
Your uncle

D. EXAMPLE:

Ipáhni' tičíkAt. 'His grandfather is crying.'

Practice

Šuxwaáko' saNIšíni'.

__________________ tičíkAt.

Her grandfather
His uncle

E. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. Tom's grandfather is singing.
2. Your uncle is fighting.
3. His grandfather is cold.
4. My grandfather is sleeping.
5. Her grandfather is thirsty.
6. Her uncle is crying.
7. My uncle is sleeping.
8. Your grandfather is singing.
9. My uncle is sleepy.
10. His uncle is hungry.
11. Dan's grandfather is tired.

F. Šuxwaáko' saNIštaakAhníni'.

1. Ápa' teenaásu'.
2. IwaaníRIš teepáku'.
3. Betty ipáhni' tisčípi.
4. TiWIsíRIš títka.
5. Atípa' tičíkAt.
6. AWIsíRIš tihAstaahíš.
7. Bill iwaaníRIš teewí'At.
8. Ápa' tiraanoóku'.
9. Jim ipáhni' tuNAsá'Ux.

GRAMMAR

In many Arikara sentence patterns, word order is not important. Unlike English sentences, the word order is not always needed in Arikara to make the meaning clear. Therefore you will hear and see several ways of putting together some Arikara sentences. For example,

a. 'What is your mother doing?'

may be said either

Xáx tičé nuutaánu'? or Tičé nuutaánu' xáx?

b. 'My father is well.'

may be said either

Atí'Ax atíštIt tuú'Ut. or AtíštIt tuú'Ut atí'Ax.

TEST YOURSELF

1. For each kinship term listed below, write the other two forms you have learned that identify the same person.

EXAMPLE: ápa' atípa' ipáhni'

a. šáxti'
b. aWIsíRIš
c. atíka'
d. hi'áxti'
e. xáx
f. ikaáni'
g. atí'Ax

†2. Change the subject of the sentence from a pronoun to a noun. Use the noun in parentheses. Translate both the original sentence and the changed sentence into English.

a. Tičé wekunuú'Ut?	(tiWIsíRIš)
b. TiwaaWIhtiíku'.	(Ben ikaáni')
c. Teenaásu'.	(at^{i}ná')
d. Tiraanoóku'.	(áka')
e. Tisčípi.	(ikaáni')
f. TuNAsá'Ux.	(xáx)
g. Tičé nuutaánu'?	(atíka')
h. TeewiRItčé'.	(ipáhni')
i. TičíkAt.	(atípa')
j. Títka.	(aWIsíRIš)
k. AtíštIt kaakuú'Ut.	(ápa')
l. tihAstaahíš.	(iwaaníRIš)
m. Teewí'At.	(haá'Ax)
n. AtíštIt tuú'Ut.	(atí'Ax)
o. Teepáku'.	(šáxti')
p. Teewiriitaánu'.	(hi'áxti')

†3. Write the Arikara equivalent for each sentence in two different word orders.

a. My uncle is singing.
b. Your grandmother is cold.
c. What is his father doing?
d. Your grandfather is sleeping.
e. My mother is crying.
f. How is Mary's father?
g. His uncle is fighting.
h. My father is very hot.
i. Your mother is thirsty.
j. My grandmother is talking.

†4. Five of these verb forms are in the first person. Rewrite them in the third person. Four of these verb forms are in the third person. Rewrite them in the first person.

a. wetikisčípi
b. atíštIt kaakatuú'Ut
c. tuNAsá'Ux
d. wetikoowiRItčé'
e. teewí'At
f. atíštIt tuú'Ut
g. wetikoowiriitaánu'
h. tihAstaahíš
i. wetikoonaásu'

ANSWERS

Test Yourself

2. a. How is he?
How is my uncle?

b. She's talking.
Ben's grandmother is talking.

c. She's cold.
My mother is cold.

d. She's singing.
Your grandmother is singing.

e. She's sleepy.
His/her grandmother is sleepy.

f. She's hungry.
Your mother is hungry.

g. What is he doing?
What is your grandfather doing?

h. He's very hot.
His/her grandfather is very hot.

i. He's crying.
My grandfather is crying.

j. He's sleeping.
Your uncle is sleeping.

k. He's not well.
Your grandfather is not well.

l. He's thirsty.
His/her uncle is thirsty.

m. He's tired.
Your father is tired.

n. He's well.
My father is well.

o. She's fighting.
Her/his mother is fighting.

p. He's getting warm.
His/her father is getting warm.

3. a. TiWIsÍRIs tiraanoóku'. or Tiraanoóku' tiWIsÍRIš.
b. Áka' teenaásu'. or Teenaásu' áka'.
c. Hi'áxti' tičé nuutaánu'? or Tičé nuutaánu' hi'áxti'?
d. Ápa' títka. or Títka ápa'.
e. At^{i}ná' tičíkAt. or TičíkAt at^{i}ná'.
f. Mary hi'áxti' tičé nuutaánu'? or Tičé nuutaánu' Mary hi'áxti'?
g. IwaanÍRIš teepáku'. or Teepáku' iwaanÍRIš.
h. Atí'Ax teewiRItčé'. or TeewiRItčé' atí'Ax.
i. Xáx tihAstaahíš. or TihAstaahíš xáx.
j. Atíka' tiwaaWIhtiíku'. or TiwaaWIhtiíku' atíka'.

4. a. tisčípi
   b. atíštIt kaakuú'Ut
   c. wetikuNAsá'Ux
   d. teewiRItčé'
   e. wetikoowí'At
   f. atíštIt tatuú'Ut
   g. teewiriitaánu'
   h. wetikuhAstaahíš
   i. teenaásu'

LESSON 12

Telling Time and Transitive Verbs

SPOKEN AND WRITTEN SOUNDS

Variations in Reading Sounds

You learned in Lesson 1 that in Arikara one written symbol always stands for one sound. When certain combinations of sounds are put together, the sounds may change. For example,

WAhúx 'squash' becomes wahUxanaáxu' 'watermelon'

†1. Most of the time, when the spoken form changes the written form changes, too. However, some changes in spoken forms take place only if the word changes its position. Most of the time the written forms do not change. Read these kinship terms. Then divide each word into syllables.

a. ápa'

b. atíka'

c. áka'

d. atípa'

†2. Answer the following questions about these words:

a. What is the final sound in each word?
b. Is the vowel sound in each final syllable long or short?
c. Is stress placed on the last or next to last syllable?

3. Now read the same kinship terms as part of a sentence.

Apaá títka.

Atikaá títka.

Akaá títka.

Atipaá títka.

†4. Divide these kinship terms, as written in the sentences, into syllables.

a. apaá

b. atikaá

c. akaá

d. atipaá

†5. Answer the following questions about these words:

   a. Do any of these words end in a glottal stop?
   b. Is the vowel sound in each final syllable long or short?
   c. Is stress placed on the last or next to last syllable?

6. From these few samples you have learned that:

   a. When some words are used alone or at the end of a sentence:

      the final sound is a glottal stop;
      the last vowel sound, just before the glottal stop, is short;
      and stress is on the next to last syllable.

   b. When these same words are used immediately before another word, these changes take place:

      the glottal stop is dropped;
      the short vowel sound becomes a long vowel sound;
      and stress shifts from next to last to the last syllable.

7. Use the rules you have just learned to say these words as if they are at the beginning of a sentence.

   etčiísu'

   isataá'u'

   nooxíni'

   ničiišanaáxu'

   koóxu'

8. Remember to make this change as you read Arikara. It will not be rewritten because you could confuse the rewritten words with those always ending in a short vowel with no glottal stop. In these words, too, the final short vowel is lengthened and the stress shifts from next to last to last syllable.

   An example of a word ending in a final short vowel without a glottal stop is:
   ka'istaáka

VOCABULARY

áxkUx	'one'
pítkUx	'two'
táWIt	'three'
čiití’Iš	'four'
šíhUx	'five'
tšaápis	'six'
taWIšaapiswaáNA	'seven'
taWIšaápis	'eight'
nooxiniiwaáNA	'nine'
nooxíni’	'ten'
nooxíni’ na áxkUx	'eleven'
nooxíni’ na pítkUx	'twelve'

Practice

1. Tičé no’ nakuwaákA saNIšíni’?

    a. five
    b. three
    c. eight
    d. one
    e. ten
    f. two
    g. nine
    h. twelve
    i. four
    j. six
    k. eleven
    l. seven

2. Tičé no’ nakuwaákA saNIštaakAłníni’?

    a. pítkUx
    b. nooxíni’ na áxkUx
    c. tšaápis
    d. áxkUx
    e. nooxíni’
    f. šíhUx
    g. nooxiniiwaáNA
    h. táWIt
    i. taWIšaapiswaáNA
    j. čiití’Is
    k. taWIšaápis
    l. nooxíni’ na pítkUx

CONVERSATION

ŠuuNUxwakunaasíhtš saNIšíni'.

Tičé weniita'uúkUt?	'What time is it?'

NOTE: In sentence patterns indicating time, the number word may come either before or after the verb form.

____________ wetiita'uúkUt.	'It's ______ o'clock.'

In Arikara, time is given only for the hour and either before or after the hour. It is not given in precise minutes. Therefore disregard the minutes when you translate from English into Arikara.

____________ weti'UhtáhAt.	'It's after _________.'
____________ wetitookúxtA.	'It's before _________.'

Practice

1. Choose the correct time.

a. 9:55

Nooxíni' wetiita'uúkUt.
Nooxíni' weti'UhtáhAt.
Nooxíni' wetitookúxtA.
____

b. 6:00

Tšaápis wetiita'uúkUt.
Tšaápis weti'UhtáhAt.
Tšaápis wetitookúxtA.
____

c. 5:05

ŠíhUx wetiita'uúkUt.
ŠíhUx weti'UhtáhAt.
ŠíhUx wetitookúxtA.
____

d. 7:20

TaWIšaapiswaáNA wetiita'uúkUt.
TaWIšaapiswaáNA weti'UhtáhAt.
TaWIšaapiswaáNA wetitookúxtA.
____

e. 11:45

Nooxíni’ na pítkUx wetiita’uúkUt.
Nooxíni’ na pítkUx weti’UhtáhAt.
Nooxíni’ na pítkUx wetitookúxtA.

____

f. 8:00

TaWIšaápis wetiita’uúkUt.
TaWIšaápis weti’UhtáhAt.
TaWIšaápis wetitookúxtA.

____

2. Tičé weniita’uúkUt? Šuxwaáko’ saNIšíni’.

   a. 3:00
   b. 10:40
   c. 4:15
   d. 9:00
   e. 12:55
   f. 2:25

VOCABULARY

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

uukawíts̆	'dress'
xúhts̆	'moccasin, shoe'
saátu’	'basket'

Practice

1. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

   a. basket
   b. shoe
   c. moccasin
   d. dress

2. Šuxwaáko’ saNIštaakAhníni’.

   a. uukawíts̆
   b. saátu’
   c. xúhts̆

SENTENCE PATTERNS

Use the words in the vocabulary section, above, in these sentence patterns.

A. EXAMPLE:

Mary šáxti' tiRAxwé' xúhtš. 'Mary's mother is looking for the shoe.'

Practice

Mary šáxti' tiRAxwé' ________.

shirt
basket

B. EXAMPLE:

Mary šáxti' tiroóku' uukawítš. 'Mary's mother is making a dress.'

Practice

Mary šáxti' tiroóku' ________.

shoe
basket

C. EXAMPLE:

Mary šáxti' tičiikaáhu'. 'Mary's mother is drinking.'
Mary šáxti' tičiikaáhu' tskaatít. 'Mary's mother is drinking coffee.'

Practice

Mary šáxti' tičiikaáhu'________.

grape juice
water

D. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. Your grandmother is looking for an apple,
2. My uncle is making a basket.
3. Your mother is making a shirt.
4. His father is drinking beer.
5. My grandfather is looking for the shoe.

E. Šuxwaáko' saNIštaakAhníni'.

1. AWIsíRIš tiRAxwé' ápos.
2. Atíka' tiroóku' saátu'.
3. Haá'Ax tičiikaáhu' etčiísu'.
4. Ipáhni' tiroóku' xúhtš.
5. At^{i}ná' tičiikaáhu' tšusčiísu'.

GRAMMAR

1. Verbs like tiroóku' 'he's making it' and tiRAxwé' 'he's looking for it' take an object to complete the meaning: 'he's making something' or 'he's looking for something'. These are transitive verbs. For example,

Mary tiroóku'.	'Mary is making it.'
Mary tiRAxwé'.	'Mary is looking for it.'

A noun may replace the pronoun it.

Mary tiroóku' uukawítš.	'Mary is making a dress.'
Mary tiRAxwé ápos.	'Mary is looking for an apple.'

In Arikara, the pronoun object remains part of the verb and the noun object is simply added to the sentence. Therefore,

Mary tiroóku'	becomes	'Mary tiroóku' uukawítš.
Mary tiRAxwé'	becomes	'Mary tiRAxwé' ápos.

Verbs that require an object to complete the meaning are called transitive verbs. Intransitive verbs may be complete in themselves. The Arikara verb 'is drinking' is an intransitive verb.

2. Practice

In each sentence change the object from a pronoun to a noun and translate the new sentence. The noun object is in parentheses.

a. TiRAxwé'.	(xúhtš)
b. At^{i}ná' tiroóku'.	(saátu')
c. TiWIsíRIsh tiRAxwé'.	(isataá'u')
d. Tiroóku'.	(uukawítš)

TEST YOURSELF

1. Write the Arikara number words from one through twelve.

†2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. His uncle is cold.
   b. What time is it?
   c. My grandfather is drinking coffee.
   d. It's three o'clock.
   e. My mother is making bread.
   f. It's twenty after four.
   g. Your grandmother is looking for the dress.
   h. It's quarter to nine.
   i. His father is sleeping.

3. Šuxwaáko' saNIštaakAhníni'.

   a. Áka' tičé nuutaánu'?

   b. Tšaápis weti'UhtáhAt.

   c. Bill šáxti' tiRAxwé' niWAharít.

   d. PítkUx wetiita'uúkUt.

   e. Hi'áxti' tičiikaáhu' tstoóxu'.

   f. Tičé weniita'uúkUt?

   g. IwaaníRIš tiroóku' xúhtš.

   h. TáWIt wetitookúxtA.

4. ŠuuNUxtaniíno' saNIšíni'. Then tell whether the verb is transitive or intransitive.

   a. My mother is looking for squash.
   b. Your father is drinking coffee.
   c. Her uncle is making a moccasin.
   d. John is looking for it.
   e. Tom is fighting.
   f. Susie is making it.

ANSWERS

Spoken and Written Sounds

1. a. á-pa'

   b. a-tí-ka'

   c. á-ka'

   d. a-tí-pa'

2. a. glottal stop
   b. short
   c. next to last

4. a. a-paá

   b. a-ti-kaá

   c. a-kaá

   d. a-ti-paá

5. a. no
   b. long
   c. last

Test Yourself

2. a. IwaaníRIš teenaásu’.

   b. Tičé weniita’uúkUt?

   c. Atípa’ tičiikaáhu’ tskaatít.

   d. TáWIt wetiita’uúkUt.

   e. At^{i}ná’ tiroóku’ isataá’u’.

   f. Čiití’Iš weti’UhtáhAt.

   g. Áka’ tiRAxwé’ uukawítš.

   h. Nooxíni’ wetitookúxtA.

   i. Hi’áxti’ títka.

3. a. What is your grandmother doing?
   b. It’s after six.
   c. Bill’s mother is looking for a plum.
   d. It’s two o’clock.
   e. His/her father is drinking water.
   f. What time is it?
   g. Her/his uncle is making a shoe.
   h. It’s before three.

4. a. At^{i}ná’ tiRAxwé’ WAhúx. transitive

   b. Haá’Ax tičiikaáhu’ tskaatít. intransitive

   c. IwaaníRIš tiroóku’ xúhtš. transitive

   d. John tiRAxwé’. transitive

   e. Tom teepáku’. intransitive

   f. Susie tiroóku’. transitive

LESSON 13

Time and Person

SPOKEN AND WRITTEN SOUNDS

Consonant Clusters

A consonant cluster is a sequence or group of two or more consonant sounds. In Arikara, consonant clusters may be found in any part of a word: beginning, middle, or end. However, all consonant clusters do not appear in all positions. In the list below, the consonant clusters are divided according to their positions in Arikara words. Practice reading the sample word for each cluster. You will learn additional clusters as you continue to study Arikara. Every consonant sound is pronounced.

Beginning		Middle		End	
				čš	kaapaáčš
		hč	NiineetUhčitákUx		
		hk	čiisa'iNAhkáta		
		hn	čeehaahnakatoóku'		
		ht	tiwaaWIhtiíku'		
				htš	shuuNUxwakunaasíhtš
ks	kséhtš				
sč	sčéš	sč	kosčés	stš	ka'ístš
šč	ščiísu'	šč	šiščítA	stš	šhíštš
šk	škookuú'				
št	štóh	št	nakareéštA		
šw	šwiítu'				
sk	skarútš				
skh	skhuučitakúxu'	st	ka'istaáka		
		sts	tsastsapáhtu'		

Beginning		Middle		End	
		sw	taWIšaapiswaáNA		
		tč	etčiísu'	tš	hítš
		tk	pítkUx		
ts	tsástš				
tš	tšús				
tsk	tskaatít				
tst	tstoóxu'				
		xč	sUxčés	xtš	taakáxtš
		xk	áxkUx		
		xt	šáxti'		
		xw	šuuNUxwakunaasíhtš		

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Wetiihí' NItkhaanuukaríkAt.	'It's midnight.'
Wetiihí' šakuunuukaríkAt.	'It's noon.'
Wetiihí' hináxtIt.	'It's morning.'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniino' saNIšíni'.

a. It's nine o'clock.
b. It's after three.
c. It's midnight.
d. It's twelve o'clock.
e. It's morning.
f. It's before four.
g. What time is it?
h. It's eight o'clock.
i. It's before seven.
j. It's after six.
k. It's before one.
l. It's after two.
m. It's five o'clock.
n. It's noon.
o. It's ten o'clock.
p. It's before eleven.

2. Šuxwaáko' saNIštaakAhníni'.

a. Čiití'Iš wetitookúxtA.
b. ÁxkUx wetiita'uúkUt.
c. Nooxíni' weti'UhtáhAt.
d. Wetiihí' hináxtIt.

e. PítkUx wetiita’uúkUt.

f. Tšaapís weti’UhtáhAt.

g. TáWIt wetitookúxtA.

h. Wetiihí’ šakuunuukaríkAt.

i. TaWIšaapiswaáNA wetiita’uúkUt.

VOCABULARY

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

uukawikúsu’	'coat, overcoat'
awitakúxu’	'apron'
škookuú’	'glove'
čiškookuú’	'hat'

Practice

1. Tičé no’ nakuwaákA saNIšíni’?

   a. apron
   b. coat
   c. hat
   d. glove
   e. overcoat

2. Tičé no’ nakuwaákA saNIštaakAhníni’?

   a. uukawikúsu’
   b. čiškookuú’
   c. škookuú’
   d. awitakúxu’

SENTENCE PATTERNS

Use the vocabulary items in these sentence patterns.

A. Tičé NAxuutaánu’?	'What are you doing?'

B. EXAMPLE:

TAhnoóku' čiškookuú'. 'I'm making a hat.'

Practice

TAhnoóku' ______________.

coat
hat
apron
overcoat

C. EXAMPLE:

TaNAxwé' škookuú'. 'I'm looking for a glove.'

Practice

TaNAxwé' _______________.

coat
apron
overcoat
glove
hat

D. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. I'm making a glove.
2. I'm looking for the overcoat.
3. I'm making an apron.
4. I'm looking for a hat.
5. I'm making a coat.
6. I'm looking for an apron.
7. I'm looking for a glove.
8. I'm making an overcoat.
9. I'm looking for a coat.
10. I'm making a hat.

E. Šuxwaáko' saNIštaakAhníni'.

1. Tičé NAxuutaánu'?

2. TaNAxwé' uukawikúsu'.

3. TAhnoóku' škookuú'.

4. TAhnoóku' awitakúxu'.

5. TAhnoóku' čiškookuú'.

6. TaNAxwé' škookuú'.
7. TaNAxwé' awitakúxu'.
8. TAhnoóku' uukawikúsu'.
9. TaNAxwé' čiškookuú'.

GRAMMAR

1. The question Tičé NAxuutaánu'? is in the second person form. The answers are in the first person form.

2. Person in a verb form refers to the subject of the verb, or, loosely the one performing the action as seen from the point of view of the speaker. In English,

   First person (I) is the speaker as well as the person performing the action. For example, 'I am making a hat.'

   Second person (you) is performing the action, but is the person being spoken to. For example, 'You are making a hat.'

   Third person (he, she, it) is performing the action, but is neither the speaker nor the one being spoken to. For example, 'She is making a hat.'

3. To review:

First person pronoun	I	stands for the person who is speaking
Second person pronoun	you	stands for the person being spoken to
Third person pronoun	he she it	stands for a person other than the speaker or the one being spoken to

4. Tell what pronoun is used for each person.

   a. third person
   b. first person
   c. second person

5. Tell which person each pronoun stands for.

   a. she
   b. you
   c. it
   d. I
   e. he

TEST YOURSELF

† A. Choose the most appropriate answer to the question.

1. Tičé wekunuú'Ut?
   a. Wetikoonaásu'.
   b. TihAstaahíš.
   ____

2. Xáx tičé nuutaánu'?
   a. Ipáhni' atíštIt tuú'Ut.
   b. At^{i}ná' tiraanoóku'.
   ____

3. Tičé weniita'uúkUt?
   a. Wetiihí' šakuunuukaríkAt.
   b. T^{i}naroósI ničiišanaáxu'.
   ____

4. Tičé no' nakuwaákA saNIštaakAhníni'?
   a. I want (to eat) a potato.
   b. TikukaaNAsšó' patát.
   ____

5. Tičé wekuNAxuú'Ut?
   a. Wetikoonaásu'.
   b. TihAstaahíš.
   ____

6. Tičé NAxuutaánu'?
   a. TAhnoóku' čiškookuú'.
   b. Wetiihí' hináxtIt.
   ____

7. Tičé no' nakuwaákA saNIšíni'?
   a. Škuxtaánu tšús.
   b. Give me the grapes.
   ____

B. Šuxwaáko' saNIšíni'. or Šuxwaáko' saNIštaakAhníni'.

1. glove
2. uukawítš
3. saátu'
4. hat
5. xúhtš
6. apron
7. uukawikúsu'
8. shirt
9. škookuú'
10. moccasin
11. overcoat
12. basket
13. awitakúxu'
14. dress
15. čiškookuú'
16. coat

ANSWERS

Test Yourself

A. 1. b

2. b

3. a

4. a

5. a

6. a

7. a

LESSON 14

Continuing Time and First Person Verb Forms

SPOKEN AND WRITTEN SOUNDS

Consonant Clusters

Pay special attention to these consonant clusters. In spite of the way they look, they are very different from English. Each cluster is made up of either p, or t, or k plus h. For example,

ph	is said like the first sound of the English word pill.
th	is said like the first sound of the English word till.
kh	is said like the first sound of the English word kill.

Practice saying these words, especially the sounds for the underlined letters.

phiináNIt	'softly'
phiítu’	'quietly, softly'
thuneepiínu’	'belt'
čiNIšthuneepiínu’	'beaded belt'
NItkhaanuukaríkAt	'midnight'

CONVERSATION

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

Wetiihí’ hiíš.	'It’s evening.'
Wetiihí’ híNAx.	'It’s night.'
WetsakUhteeriipíRIt.	'It’s afternoon.'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

    a. It's night.
    b. It's after nine.
    c. It's before two.
    d. It's evening.
    e. It's midnight.
    f. It's one o'clock.
    g. It's morning.
    h. It's afternoon.
    i. It's before five.
    j. It's noon.

2. Šuxwaáko' saNIštaakAhníni'.

    a. Wetiihí' šakuunuukaríkAt.

    b. WetsakUhteeriipíRIt.

    c. Wetiihí' NItkhaanuukaríkAt.

    d. Wetiihí' hináxtIt.

    e. Wetiihí' hiíš.

    f. Wetiihí' híNAx.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

thuneepiínu'	'belt'
čiNIšthuneepiínu'	'beaded belt'
naaWIhtaaká	'blanket'
sAhuukaraní	'Pendleton blanket'

Practice

1. Tiče no' nakuwaákA saNIšíni'?

    a. blanket
    b. coat
    c. Pendleton blanket
    d. apron
    e. beaded belt
    f. overcoat
    g. glove
    h. belt
    i. hat
    j. shoe

2. Tiče no' nakuwaákA saNIštaakAhníni'.

    a. škookuú'
    b. thuneepiínu'
    c. čiškookuú'
    d. sAhuukaraní
    e. awitakúxu'
    f. čiNIšthuneepiínu'
    g. uukawikúsu'
    h. naaWIhtaaká
    i. xuhtš
    j. čiNIšthuneepiínu'

GRAMMAR AND SENTENCE PATTERNS

Tičé no' nakuwaákA saNIšíni'?

TAtčiikaáhu'.	'I'm drinking.'
TAhnaanoóku'.	'I'm singing.'
TAtwaaWIhtiíku'.	'I'm talking.'
TaatItká.	'I'm sleeping.'
TAtčíkAt.	'I'm crying.'
Taatapáku'.	'I'm fighting.'

These verbs are in the first person form; that is, the subject (pronoun) is 'I'.

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. I'm sleeping.
   b. I'm making it.
   c. I'm drinking.
   d. I'm fighting.
   e. I'm looking for it.
   f. I'm talking.
   g. I'm crying.
   h. I'm singing.

2. Šuxwaáko' saNIštaakAhníni'.

   a. TaatItká.
   b. Taatapáku'.
   c. TAtwaaWIhtiíku'.
   d. TaNAxwé'.
   e. TAtčiikaáhu'.
   f. TAtčíkAt.
   g. TAhnoóku'.
   h. TAhnaanoóku'.

3. Use the vocabulary items with the sentence patterns for 'making it' and 'looking for it'.

   Tičé no' nakuwaákA saNIšíni'?

   a. I'm making a belt.
   b. I'm looking for a blanket.
   c. I'm making a beaded belt.
   d. I'm looking for a Pendleton blanket.
   e. I'm making a blanket.
   f. I'm looking for a belt.
   g. I'm looking for a beaded belt.

TEST YOURSELF

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. She is crying.
   b. You are cold.
   c. I am talking.
   d. He is tired.
   e. I am looking for it.
   f. You are fighting.
   g. She is sleeping.
   h. I am well.
   i. You are very hot.
   j. You are making it.
   k. He is not well.
   l. You are singing.
   m. She is tired.
   n. He is singing.
   o. I am getting warm.
   p. She is fighting.

2. Šuxwaáko' saNIštaakAhníni'.

   a. KaakAxuú'Ut.
   b. TaNAxwé'.
   c. Teenaásu'.
   d. Tičiikaáhu'.
   e. Wetikoowí'At.
   f. Títka.
   g. Teewiriitaánu'.
   h. Taatapáku'.
   i. Tesčípi.
   j. TeewiRItčé'.
   k. TAhnaanoóku'.
   l. TAxuú'Ut.
   m. TičíkAt.
   n. Wetikoonaásu'.
   o. Taawiriitaánu'.
   p. Teepáku'.
   q. TAhnoóku'.
   r. Taanaásu'.

LESSON 15

Utensils and Verb Review

SPOKEN AND WRITTEN SOUNDS

č and š

1. Read these words aloud. Pay special attention to the sound written as the underlined letters.

   čiriíku' tičé sUxčés kosčés

   This sound is like the final consonant in the English word 'which'.

2. Read these words aloud. Pay special attention to the sound written as the underlined letters.

   šaahé' íšu' híš

   This sound is like the beginning consonant in the English word 'ship'.

3. Practice reading aloud these pairs of words. Pay attention to the difference between č and š.

   čiriíku' - šíhUx
   tičé - íšu'
   etčiísu' - škookuú'
   sčéš - ščiísu'
   sUxčés - tšús

4. Write each word in Number 3 above several times as you say it.

CONVERSATION

1. Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Atíšt It tAxuú'Ut.	'You are well.'
Atíšt It kaakAxuú'Ut.	'You are not well.'
Taawiriitaánu'.	'You are getting warm.'

TaawiRItčé'.	'You are very hot.'
Taanaásu'.	'You are cold.'
Taawí'At.	'You are tired.'

These verbs are in the second person form.

2. Tičé no' nakuwaákA saNIšíni'?

   a. You are cold.
   b. You are not well.
   c. You are very hot.
   d. You are tired.
   e. You are well.
   f. You are getting warm.

3. Tičé no' nakuwaákA saNIštaakAhníni'?

   a. Taawiriitaánu'.

   b. AtíštIt tAxuú'Ut.

   c. Taawí'At.

   d. TaawiRItčé'.

   e. Taanaásu'.

   f. AtíštIt kaakAxuú'Ut.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

šawítš	'bracelet'
napakuxtaáku'	'wooden bowl'
napakúxtš	'plate'
neesítš	'knife'
taRAhaarítš	'spoon'
šiščítA	'fork'

Practice

1. Tičé no' nakuwaákA saNIšíni'?

   a. knife
   b. bracelet
   c. fork
   d. plate
   e. spoon
   f. wooden bowl

2. Tičé no' nakuwaákA saNIštaakAhníni'?

a. šawítš

b. neesítš

c. šiščítA

d. napakuxtaáku'

e. taRAhaarítš

f. napakúxtš

SENTENCE PATTERNS

†1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. It's chilly.
b. You are very hot.
c. You are not well.
d. I'm hungry.
e. I want (to eat) bread.
f. She's looking for the bread.
g. It's snowing.
h. She is cold.
i. The weather is changing.

†2. Šuxwaáko' saNIštaakAhníni'.

a. TAhnoóku' šawítš.

b. TiRAxwé' taRAhaarítš.

c. Títka.

d. TaNAxwé' napakuxtaáku'.

e. Tiroóku' šiščítA.

†3. Tičé no' nakuwaákA saNIšíni'? ŠuuNUxtaniíno' saNIšíni'.

How are you? I am not well. I am very hot. I am thirsty.

I want to drink water.

TEST YOURSELF

Puzzle

Directions:
a. Write the Arikara equivalent for each English word in the numbered spaces provided in Section 1.

b. Write one letter or symbol in each space. For example, aa should be written as a a.

c. Include stress marks.

d. Use capital letters for devoiced sounds.

e. Transfer the appropriate letters to the numbered spaces in Section 2.

f. You should be able to read the resulting sentences when you finish Section 2.

Section 1

a. belt 1 2 3 4 5 6 7 8 9 10 11 12

b. bracelet 13 14 15 16 17 18

c. spoon 19 20 21 22 23 24 25 26 27 28 29

d. coat 30 31 32 33 34 35 36 37 38 39 40

e. how? 41 42 43 44

f. milk 45 46 47 48 49 50 51 52

g. plate 53 54 55 56 57 58 59 60 61 62 63 64 65

h. hat 66 67 68 69 70 71 72 73 74 75

i. rice 76 77 78 79 80 81 82 83

j. beaded belt 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

k. blanket 101 102 103 104 105 106 107 108 109 110 111

† Section 2

43 48 97 21 22. 89 35 66 44 15 45 32 99 -

86 22 59 30 31 65 79 107?

20 41 16 68 19 87 17 46 14 60 73 74 52 79 28.

ANSWERS

Sentence Patterns

1. a. Taraananaaxito'.
   b. TaawIRItčé'.
   c. AtIštIt kaakAxuǔ'Ut.
   d. WetIkuNAsá'Ux.
   e. TIkukaaNAsšó' isatsá'u'.
   f. TIRAxwé' isatsá'u'.
   g. Taaxsá'.
   h. Teenaásu'.
   i. WetIkaahunaaničiwiniItsáánu'.

2. a. I am making a bracelet.
   b. He's looking for the spoon.
   c. He's sleeping.
   d. I'm looking for the plate.
   e. He's making a fork.

3. Tičé wekuNAxuǔ'Ut?

   AtIštIt kaakatuǔ'Ut. WetIkoowIRItčé'. WetIkuhAstaahIš.

   TIkutakaaNAsšó' tatoóxu'.

Puzzle

Section 2

ČIIRA. Tičé wekuNAxuǔ'Ut? AtIštIt tatuǔ'Ut.

LESSON 16

Active and Passive Verbs

SPOKEN AND WRITTEN SOUNDS

r

The Arikara sound written r looks the same as the English r, but it is said in a different way. The Arikara r is called "tap r" because you tap the tip of your tongue against the bony ridge that lies just behind the upper teeth.

Read these words aloud.

isataaniwíru'

Taawirísto'.

Taraananíto'.

niWAharít

atIhtaraniítu'

nakaraáku'

tiWIsÍRIš

aWIsÍRIš

iwaanÍRIš

Tiraanoóku'.

TiRAxwé'.

koosaríkA

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Tesčípi	'You are sleepy.'
TooNAsá'Ux.	'You are hungry.'
TahAstaahíš.	'You are thirsty.'

Practice

1. Šuxwaáko' saNIšíni'.

   a. You are cold.
   b. You are hungry.
   c. You are tired.
   d. You are well.
   e. You are sleepy.
   f. You are very hot.
   g. You are thirsty.
   h. You are getting warm.
   i. You are not well.

2. Šuxwaáko' saNIštaakAhníni'.

   a. Taawiriitaánu'.
   b. TooNAsá'Ux.
   c. Taanaásu'.
   d. TAxuú'Ut.
   e. TaawiRItčé'.
   f. Taawí'At.
   g. KaakAxuú'Ut.
   h. Tesčípi.
   i. TahAstaahíš.

SENTENCE PATTERNS

1. These verbs are in the second person form. Tičé no' nakuwaákA saNIšíni'?

TaaxItká.	'You are sleeping.'
TAxwaaWIhtiíku'.	'You are talking.'
TAxtaanoóku'.	'You are singing.'
TAxtAxwé'.	'You are looking for it.'
TAxčiikaáhu'.	'You are drinking.'
Taaxapáku'.	'You are fighting.'
TAxtoóku'.	'You are making it.'
TAxčíkAt.	'You are crying.'

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. You are drinking.
   b. You are crying.
   c. You are sleeping.
   d. You are looking for it.
   e. You are talking.
   f. You are fighting.
   g. You are making it.
   h. You are singing.

3. Šuxwaáko' saNIštaakAhníni'.

   a. TAxčíkAt.
   b. TAxtAxwé'.
   c. TaaxItká.
   d. Taaxapáku'.
   e. TAxtoóku'.
   f. TAxwaaWIhtiíku'.
   g. TAxčiikaáhu'.
   h. TAxtaanoóku'.

GRAMMAR

1. The verbs you have learned in the SENTENCE PATTERN section of the lessons are called active verbs. An active verb describes an action that is performed by the subject. In English, these verbs are:

   to be drinking
   to be singing
   to be talking
   to be sleeping
   to be crying
   to be fighting
   to be making it
   to be looking for it

2. The verbs you have learned in the CONVERSATION section of the lessons are called passive verbs. They describe a physical quality or state of the body.

   to be sleepy
   to be cold
   to be thirsty
   to be hungry
   to be getting warm
   to be very hot
   to be tired

3. In English, these are not verb forms. They are adjectives used with the verb 'to be'. In Arikara, they are verb forms, but the subject of the verb does not perform the action. The subject is affected by the verb and, for that reason, this pattern is called a passive verb.

   When you analyze passive verbs in a later lesson, you will understand how this is done.

TEST YOURSELF

1. Make a chart of four columns. Head the columns English Equivalent, First Person, Second Person, Third Person. Write in the appropriate column the First, Second and Third Person Arikara forms for each of these English equivalents:

   a. to be making it
   b. to be crying
   c. to be talking
   d. to be fighting
   e. to be singing
   f. to be looking for it
   g. to be drinking
   h. to be sleeping
   i. to be getting warm
   j. to be sleepy
   k. to be thirsty
   l. to be very hot
   m. to be hungry
   n. to be cold
   o. to be (well, etc.)
   p. to be tired

2. Carefully check your answers against the verb forms in the lesson. Be sure you can say, read and write them correctly in order to be able to analyze them. This is a short lesson which will allow you time to study the verb forms until you know them perfectly.

LESSON 17

Parts of the Arikara Sentence: Active Verbs

GRAMMAR

Parts of the Arikara Sentence

1. When you studied English grammar, you learned names of parts of speech and parts of the sentence. In order to keep the grammatical concepts of Arikara and English separate, you will learn more technical names for some of the Arikara parts of speech and sentence parts. These names describe elements in any language, including English. To become familiar with these grammatical terms, study some examples in English.

In English, the word 'act' is a root. A few of its meanings are:

as a noun: (1) "the process of doing or performing something"
(2) "a deed"

as a verb: (1) "to play the part of"
(2) "to behave oneself"

A root is a core word or word part. It cannot be analyzed further or broken down into parts. Other words are formed from the root by adding word parts called affixes. There are two kinds of affixes:

(1) A prefix is added to the beginning of the root.
In the word 'enact', 'en' is the prefix.

(2) A suffix is added to the end of the root.
In the word 'actor', 'or' is the suffix.

Some affixes added to a root alter its meaning. For example, a verb stem (root affix) has a slightly different meaning from the root from which it is derived.

Other affixes do not alter the meaning. Instead they indicate such particulars as numbers involved (one or more than one), the person or persons performing the action (speaker, person spoken to, or someone else), and so on. These changes are called inflections of the verb or noun.

Roots are the core for both nouns and verbs.

A verb stem based on the root 'act' is 'react'. 'React' is made up of the prefix 're' and root 'act'. 'React' means "to act in response or in opposition to some former act or state."

Another verb stem based on the root 'act' is 'enact'. 'Enact' is made up of the prefix 'en' and the root 'act'. Two meanings of 'enact' are:

(1) "to make a bill into a law"

(2) "to act out as on a stage"

In these sentences, the root 'act' is used in different ways. Analyze them and then read the explanation below.

1. Mary's brave act saved the lives of many people.
2. The bill was enacted into law when the President signed it.
3. Harry reacts to the loud noise by covering his ears with his hands.

a. In Sentence 1, the root 'act' is used in one of its basic meanings as a noun. It has no affixes.

b. In Sentence 2, the root 'act' is first joined to the prefix 'en' to form the verb stem 'enact'. The verb stem 'enact' takes the suffix 'ed'. 'ed' is a word part indicating the past tense in English. In this case, 'ed' added to 'enact' makes the verb stem a past participle.

c. In Sentence 3, the root 'act' is first joined to the prefix 're' to form the verb stem 'react'. The verb stem 'react' takes the suffix 's'. 's' is a word part that indicates the third person singular form (he/she) of the verb in the present tense.

Review

† A. Fill in the blanks.

1. A _____ is added to the end of the root.
2. A change of the verb or noun to show such particulars as person, number or time is called an ____.
3. A prefix is added to _____.
4. A ____ is a core word.
5. A word part that is added to a root is ____.
6. A verb stem is a combination of ____ and ____.

† B. Identify the root and affixes in these words.

1. misspell
2. revoked
3. transports
4. antedate
5. extracting

C. Use the roots to make as many different words as possible.

1. aud
2. cred
3. fin
4. tract
5. duc, or duct

2. You learned a number of Arikara verbs as one-word forms; for example,

tiroóku'	'she is making it'
tiraanoóku'	'he is singing'
títka	'he is sleeping'

Now learn to identify the parts of the Arikara sentence.

3. It is helpful to know verb stem forms in order to analyze the Arikara sentence. Verb stems are written without stress. These are the verb stems for the active verbs you have learned.

itká	'to sleep'
waaWIhtiíku'	'to be talking'
raanoóku'	'to be singing'
RAxwé'	'to look for it'
čiikaáhu'	'to be drinking'
apáku'	'to be fighting'
roóku'	'to be making it'
číkAt	'to cry'

Practice

a. Write the Arikara verb stems for these English forms.

1. to be fighting
2. to sleep
3. to be talking
4. to cry
5. to look for it
6. to be singing
7. to be drinking
8. to be making it

b. Write the English forms for these Arikara verb stems.

1. RAxwé'
2. apáku'
3. roóku'
4. waaWIhtiíku'
5. číkAt
6. raanoóku'
7. itká
8. čiikaáhu'

4. In Arikara, a variety of affixes are attached to the verb stem to form a sentence. Arikara differs from English by stringing sentence elements together to form one word rather than separating them into separate words. Some sentence elements treated in this way are:

subject prefix - identifies which person (speaker, person spoken to, or someone else) is the subject of the verb. It is part of the sentence whether there is a noun subject or not.

indicative prefix - identifies the sentence as a statement of fact.

object prefix - identifies the person or thing receiving the action of the transitive verb. It is part of the sentence whether there is a noun object or not.

5. Study the analyses of these Arikara verbs:

a. taatItká	'I am sleeping'
taa + t + Itká	
taa	indicative prefix
t	subject prefix
Itká (itka)	verb stem

b. tAtwaaWIhtiíku’	'I am talking'
tA + t + waaWIhtiíku’	
tA	indicative prefix
t	subject prefix
waaWIhtiíku’	verb stem

c. tAtčíkAt	'I am crying'
tA + t + číkAt	
tA	indicative prefix
t	subject prefix
číkAt	verb stem

Summary: taa or tA is the first person indicative prefix

t is the first person subject prefix

d. taaxItká	'you are sleeping'
taa + x + Itká	
taa	indicative prefix
x	subject prefix
Itká (itka)	verb stem

e.	tAxwaaWIhtiíku'	'you are talking'
	tA + x + waaWIhtiíku'	
	tA	indicative prefix
	x	subject prefix
	waaWIhtiíku'	verb stem
f.	tAxčíkAt	'you are crying'
	tA + x + číkAt	
	tA	indicative prefix
	x	subject prefix
	číkAt	verb stem

Summary: taa or tA is the second person indicative prefix

x is the second person subject prefix

g.	títka	'he is sleeping'
	t + ítka	
	ti	indicative prefix
	ítka	verb stem
h.	tiwaaWIhtiíku'	'he is talking'
	ti + waaWIhtiíku'	
	ti	indicative prefix
	waaWIhtiíku'	verb stem
i.	tičíkAt	'he is crying'
	ti + číkAt	
	ti	indicative prefix
	číkAt	verb stem

Summary: ti is the third person indicative prefix

The third person subject is understood in the verb. There is no prefix for it.

j.	tAhnoóku'	'I am making it'
	tAh + noóku'	
	tAh (ta + t)	
	ta	indicative prefix
	t	subject prefix
	noóku' (rookụ')	verb stem

k. tAxtoóku'	'you are making it'
tA + x + toóku'	
tA	indicative prefix
x	subject prefix
toóku' (rooku')	verb stem
l. tiroóku'	'he is making it'
ti + roóku'	
ti	indicative prefix
roóku'	verb stem

Summary: In Arikara, as in English, there is an object pronoun. In English the object pronoun is it, which is the third person. The third person object is understood in the Arikara verb. There is no prefix for it.

TEST YOURSELF

1. Make a chart of five columns. Head the columns: Arikara Verb Forms, Indicative Prefix, Subject Prefix, Verb Stem, English Equivalent. Write these verb forms in the first column, with the elements in the appropriate columns for each.

a. tAxtAxwé'
b. tiroóku'
c. taatapáku'
d. tAxtaanoóku'
e. tičiikaáhu'
f. taNAxwé'
g. tAhnoóku'
h. tiraanoóku'
i. tAtčiikaáhu'
j. tiRAxwé'
k. tAhnaanoóku'
l. taaxapáku'
m. tAxtoóku'
n. teepáku'
o. tAxčiikaáhu'

†2. Answer True or False to each of these statements.

a. An object prefix is included in an Arikara verb form with the noun object.

b. The subject prefix is included in an Arikara verb form only when there is a noun subject.

c. In Arikara the elements of the sentences are strung together with the verb to form one word.

d. t and x are subject prefixes.

e. ti is the third person subject prefix.

f. In the verbs RAxwé' and roóku' the third person object is understood and is not said or written in the verb form.

ANSWERS

Grammar-Review

A. 1. suffix
   2. inflection
   3. beginning of the root
   4. root
   5. affix
   6. root, affix

B. 1. mis: prefix, wrong; spell: root, to form a word correctly by means of letters

   2. re: prefix, again; voke: root, to call; d: suffix, past tense

   3. trans: prefix, across; port: root, to carry; s: suffix, third person singular verb form or plural noun.

   4. ante: prefix, before; date: root, point of time

   5. ex: prefix, out of; tract: root, draw or pull; ing: suffix, present participle of verb.

Test Yourself

2. a. True
   b. False
   c. True
   d. True
   e. False
   f. True

LESSON 18

Community Names

WRITTEN AND SPOKEN SOUNDS

Sound Changes

When words and word parts are put together some of the sounds change. In Arikara, these changes in the spoken language usually are reflected in the written form. We will study only one change at a time although more than one may take place in a sentence.

1. Look at these words and their parts. Note the underlined letters.

tAhnaanoóku'

is made up of ta + t + raanooku'

taNAxwé'

is made up of ta + t + RAxwe'

tAhnoóku'

is made up of ta + t + rooku'

In each word, the original sound was r and r followed t.
*When r comes after t, r changes to n.

2. Look at these words and their parts. Note the underlined letters.

tAhnaanoóku'

is made up of ta + t + raanooku'

tAhnoóku'

is made up of ta + t + rooku'

In each word, as shown in Number 1, first r changes to n.
*When t then comes before n, t changes to h.

3. Look at this word and its parts. Note the underlined letters.

taNAxwé'

is made up of ta + t + RAxwe'

In this word, as shown in Number 1, r changes to n.
Then, as shown in Number 2, t changes to h.
*When h comes before a voiceless n and a vowel, for example NA, h is dropped.

Summary

These are just three of many changes that can occur. You will learn others in future lessons. For now, be aware that changes occur. Continue to memorize verb forms as they are written.

*signifies a sound change rule. 'Rule' in this case is a statement of what happens in the Arikara language, not what should happen.

Review: Three rules concerning sound changes in Arikara are:

1. When r comes after t, r changes to n.
2. When t comes before n, t changes to h.
3. When h comes before a voiceless n and a vowel, h is dropped.

Practice

1. Rewrite these word parts into one word. Remember to make the sound changes you have just learned.

   a. ta + t + rooku'

   b. ta + t + raanooku'

   c. ta + t + RAxwe'

2. Rewrite these words as separate word parts. Use their original forms.

   a. tAhnaanoóku'

   b. taNAxwé'

   c. tAhnoóku'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

NAhtAsuutaaká	'White Shield'
NiineetUhčipiriíNU	'New Town'
NiineetUhkatákUx	'Washburn'
NiineetUhčitákUx	'Coleharbor'
ItUhtaáwe	'Bismarck'
NiWAharít SAhaáhkAt	'Minot'
Wiísu' SAhaánu'	'Mandan'
NiinakanítWI	'Ft. Yates'
Niškúsu'	'Cannonball'
ČiWAhaahwaarúxti'	'Devils Lake'
ČítUx SAhaánu'	'Beaver Creek'

Practice

A. Tičé no' nakuwaákA saNIšíni'? ŠuuNUxtaniíno' saNIšíni'.

1. Cannonball
2. White Shield
3. New Town
4. Fort Yates
5. Devils Lake
6. Mandan
7. Beaver Creek
8. Minot
9. Washburn
10. Bismarck
11. Coleharbor

B. Tičé no' nakuwaákA saNIštaakAhníni'?

1. NiineetUhkatákUx
2. ČiWAhaahwaarúxti'
3. ItUhtaáwe
4. NiinakanítWI
5. Wiísu' SAhaánu'
6. NiWAharít SAhaáhkAt
7. ČítUx SAhaánu'
8. NiineetUhčipiriíNU
9. Niškúsu'
10. NAhtAsuutaaká
11. NiineetUhčitákUx

CONVERSATION

Šuxwaáko' saNIšíni'.

A.	Čukú NAxiniináka?	'Where do you live?'
	Kutat^{i}niináka ____________.	'I live in ____________.'
B.	Ka NAxiniináka ____________?	'Do you live in _______?'
	Heé', kutat^{i}niináka _______.	'Yes (m), I live in ___.'
	Hąą́', kutat^{i}niináka _______.	'Yes (f), I live in ___.'
	Kaakí', kutat^{i}niináka _____.	'No, I live in ________.'
	Kaačíku', kutat^{i}niináka ___.	'No, I live in ________.'
C.	Čukú NAxwó'?	'Where are you going?'
	TAtwó' ____________________.	'I'm going to _________.'

Practice

A. Replace each English community name with its Arikara equivalent.

1. Kutat^{i}niináka 'Coleharbor'.
2. Ka NAxiniináka 'Mandan'.
3. Heé', kutat^{i}niináka 'Cannonball'.
4. TAtwó' 'White Shield'.
5. Kaakí', kutat^{i}niináka 'Washburn'.
6. Hąą́', kutat^{i}niináka 'Bismarck'.
7. TAtwó' 'Ft. Yates'.
8. Ka NAxiniináka 'Minot'.
9. Kaakí', kutat^{i}niináka 'Devils Lake'.
10. TAtwó' 'New Town'.

B. Translate these sentences into Arikara.

1. No, I live in Mandan.
2. Do you live in White Shield?
3. Where are you going?
4. Yes (m), I live in Minot.
5. I'm going to Cannonball.
6. Where do you live?
7. Yes (f), I live in Coleharbor.
8. I live in Washburn.
9. Do you live in Devils Lake?
10. I'm going to New Town.
11. Yes (m), I live in Ft. Yates.
12. No, I live in Bismarck.

C. Translate these sentences into English.

1. Kutat^{i}niináka ItUhtaáwe.
2. Čukú NAxiniináka?
3. Heé’, kutat^{i}niináka ČiWAhaahwaarúxti’.
4. TAtwó’ Niškúsu’.
5. Kaakí’, kutat^{i}niináka NiineetUhčitákUx.
6. Ka NAxiniináka NAhtAsuutaaká?
7. Hąą́’, kutat^{i}niináka NiWAharít SAhaáhkAt.
8. Kaakí’, kutat^{i}niináka NiineetUhčipiriíNU.
9. Čukú naáxAt?
10. Kutat^{i}niináka NiineetUhkatákUx.
11. Ka NAxiniináka Wiísu’ SAhaánu’?
12. TAtwó’ NiinakanítWI.

TEST YOURSELF

1. Define these grammatical items.

   a. suffix
   b. verb stem
   c. inflection
   d. prefix
   e. root
   f. affix

2. Give the Arikara equivalent for each English verb form.

   a. He is drinking.
   b. I am talking.
   c. You are looking for it.
   d. I am crying.
   e. You are fighting.
   f. She is singing.
   g. He is making it.
   h. You are sleeping.

3. What are the English equivalents for these elements?

   a. ti
   b. taa
   c. x
   d. t

4. Write a definition of each grammatical term.

   a. object prefix
   b. indicative prefix
   c. subject prefix

5. What sound change occurs when...

   a. a word part beginning with r is incorporated into the middle of a word after a word part that ends in t?

   b. t comes before n?

   c. h comes before NA?

6. Šuxwaáko' saNIšíni'. or Šuxwaáko' saNIštaakAhníni'.

   a. Yes (m), I live in White Shield.
   b. Čukú NAxiniináka?
   c. No, I live in Ft. Yates.
   d. Hąą́', kutat^{i}niináka Niškúsu'.
   e. TAtwó' Wiísu' SAhaánu'.
   f. Where are you going?
   g. Kutat^{i}niináka NiineetUhčitákUx.
   h. Do you live in Devils Lake?
   i. Heé', kutat^{i}niináka NiineetUhčipiriíNU.
   j. Kaačíku', kutat^{i}niináka NiineetUhkatákUx.
   k. Heé', kutat^{i}niináka ItUhtaáwe.
   l. Ka NAxiniináka NiWAharít SAhaáhkAt?

LESSON 19

Parts of the Sentence: Passive Verbs

GRAMMAR

1. Study these verb forms.

a.	taatItká	'I am sleeping'
b.	tikisčípi	'I am sleepy'

The verb in form a is active because the action is performed by the subject of the verb.

The Arikara verb in form b is passive because the subject is affected by the verb. In English forms like b are adjectives used with the verb 'to be'. Therefore, the Arikara form is literally translated into English as:

it-sleepies-me

and freely translated as:

I am sleepy.

NOTE: An Arikara verb that is classified as passive describes a person's physical state.

2. Study the word parts or elements of these verb forms:

a.	tikuhAstaahíš	'I am thirsty'
	ti + ku + hAstaahíš	
	ti	third person indicative prefix
	ku	first person object pronoun prefix
	hAstaahíš	verb Stem

b. tahAstaahíš	'You are thirsty'
ta + hAstaahíš	
ta (ti + a)	
ti	third person indicative prefix
a	second person object pronoun prefix
hAstaahíš	verb stem

c. tihAstaahíš	'He is thirsty'
ti + hAstaahíš	
ti	third person indicative prefix
hAstaahíš	verb stem

Summary

a. Observe that in each verb form there is a third person indicative prefix. In addition:

In the first verb form there is a first person object prefix ku.

In the second verb form there is a second person object prefix a.

But, there is no prefix for the third person object pronoun or the third person subject pronoun.

b. If you translate each verb form literally, you will read

1. ti + ku + hAstaahíš	it-me-thirsts
2. ta + hAstaahíš	it-you-thirsts
3. ti + hAstaahíš	it-him-thirsts

c. These are passive verbs. They are freely translated into English from...

1. it-me-thirsts to 'I am thirsty'

ti + ku translates as I.

2. it-you-thirsts to 'You are thirsty'

ti + a translates as you.

3. it-him-thirsts to 'He is thirsty'

ti translates as he, she or it.

Practice

† A. If the literal translation for the Arikara form of 'I am thirsty' is 'it-me-thirsts', what is the literal translation for each of these? What combination of indicative prefix and object pronoun prefix does each take?

a. I am getting warm

b. you are sleepy

c. he is cold

d. I am hungry

e. you are very hot

f. she is tired

g. he is sleepy

† B. Give the combination of indicative prefix and object pronoun prefix that stands for these subjects of an Arikara passive verb.

a. he

b. I

c. you

† C. In Arikara verb forms, what is the difference in meaning between an active verb and a passive verb?

NOTE: Each of the verbs listed as passive takes the same set of prefixes as in part c under the Summary section on the previous page.

3. Study the elements in these verb forms:

a. tikuNAsá'Ux	'I am hungry'
ti + ku + NAsá'Ux	
ti	third person indicative prefix
ku	first person object prefix
NAsá'Ux (un...RAsa'Ux)	verb stem
un	preverb
RAsa'Ux	verb

b. tooNAsá'Ux	'You are hungry'
too + NAsá'Ux	
too (ti + a)	
ti	third person indicative prefix
a	second person object prefix
NAsá'Ux (un...RAsa'Ux)	verb stem
un	preverb
RAsa'Ux	verb
c. tuNAsá'Ux	'She is hungry'
tu + NAsá'Ux	
tu (ti)	
ti	third person indicative prefix
NAsá'Ux (un...RAsa'Ux)	verb stem
un	preverb
RAsa'Ux	verb

Summary

a. The verb un...RAsa'Ux 'to be hungry' is an example of a group of Arikara verbs that have an element called a preverb. The preverb in this verb is un.

b. The preverb is separated from the verb by three dots, un...RAsa'Ux, to indicate that sometimes other sentence elements come between the preverb and the rest of the verb stem.

4. The verb stems for the passive verbs that you have studied are:

awiriitaanu'	'to be getting warm'
anaasu'	'to be cold'
awi'At	'to be tired'
isčipi	'to be sleepy'

hAstaahiiš	'to be thirsty'
un...RAsa'Ux	'to be hungry'
awiRItče'	'to be very hot'

Practice

a. Tičé no' nakuwaákA saNIšíni'?

1. to be sleepy
2. to be getting warm
3. to be hungry
4. to be cold
5. to be very hot
6. to be thirsty
7. to be tired

b. Tičé no' nakuwaákA saNIštaakAhníni'?

1. un...RAsa'Ux
2. anaasu'
3. awiRItče'
4. awiriitaanu'
5. awi'At
6. isčipi
7. hAstaahiiš

NOTE: You learned the first person form of passive verbs as

wetikuhAstaahíš

wetikoonaásu', and so on.

The word part we means something like 'now' in English and is frequently used in these verbs. It is not essential to the meaning and is left out in this lesson.

TEST YOURSELF

1. Make a chart of six columns. Head the columns Word, Indicative Prefix, Object Prefix, Verb Stem and English Equivalent. Write these verb forms in the first column and write the elements in the appropriate columns for each verb form.

   a. taanaásu'
   b. tuNAsá'Ux
   c. tikoowí'At
   d. tikuhAstaahíš
   e. taawiriitaánu'
   f. tisčípi
   g. tikoowiRItčé'
   h. tooNAsá'Ux
   i. teenaásu'
   j. tahAstaahíš
   k. teewiriitaánu'
   l. tikuNAsá'Ux
   m. tihAstaahíš
   n. teewiRItčé'
   o. taawí'At
   p. tikoowiriitaánu'
   q. teewí'At
   r. tikoonaásu'
   s. taawiRItčé'
   t. tikisčípi
   u. tesčípi

† 2. Give the free English translation for each of these combinations when they are used with a passive verb.

   a. ti + ku
   b. ti + a
   c. ti

† 3. Fill in the blanks.

   a. In ____________ verbs the action is performed by the subject of the verb.
   b. In ____________ verbs the subject is affected by the verb.
   c. The Arikara verb form for 'I am cold' is a ____________ verb.
   d. The Arikara verb form for 'I am talking' is a ____________ verb.
   e. A word part that comes before the verb and is not attached to it as in un...RAsa'Ux is called a ____________.

ANSWERS

Grammar

2. Practice

A. a. it-me-gets warm; ti + ku
   b. it-you-sleepies; ti + a
   c. it-him-colds; ti
   d. it-me-hungers; ti + ku
   e. it-you-very-hot; ti + a
   f. it-her-tires; ti
   g. it-him-sleepies; ti

B. a. ti
   b. ti + ku
   c. ti + a

C. In the active verb, the action is performed by the subject.
   In the passive verb, the verb acts upon or affects the subject.

Test Yourself

2. a. I
   b. you
   c. he, she, it

3. a. active
   b. passive
   c. passive
   d. active
   e. preverb

LESSON 20

More Numbers

SPOKEN AND WRITTEN SOUNDS

More Sound Changes

Whenever Arikara word parts are put together to form new words there is a liklihood that there will be sound changes, and, of course, spelling changes. You were introduced to a few of these changes as they occurred in the passive verb forms you studied in Lesson 19. As you continue to study Arikara words you will find more sound changes.

1. Look at these words and their parts. Note the underlined letters.

tikoowiriitaánu'

is made up of ti + ku + awiriitaanu'

tikoonaásu'

is made up of ti + ku + anaasu'

tikoowí'At

is made up of ti + ku + awi'At

tikoowiRItčé'

is made up of ti + ku + awiRItče'

In each word, the original sound was u followed by a.
*u + a becomes oo.

2. Look at these words and their parts. Note the underlined letters.

teewiriitaánu'

is made up of ti + awiriitaanu'

teenaásu'

is made up of ti + anaasu'

teewiRItčé'

is made up of ti + awiRItče'

In each word the original sound was i followed by a.
*a + i becomes ee.

3. Look at these words and their parts. Note the underlined letters.

t_aa_wiriiitaánu'

is made up of _ti_ + _a_ + awiriiitaanu'

t_aa_naásu'

is made up of _ti_ + _a_ + anaasu'

t_a_hAstaahíš

is made up of _ti_ + _a_ + hAstaahiš

t_aa_wiRItčé'

is made up of _ti_ + _a_ + awiRItče'

In Number 2 you learned that the sequence _i_ + _a_ becomes _ee_. However, this is a special case:

*When the third person indicative marker _ti_ is followed by the second person object pronoun _a_, they become _ta_.

4. Look at this word and its parts. Note the underlined letters.

t_e_sčípi

is made up of _ti_ + _a_ + _i_sčipi

In this word, as shown in Number 3, _ti_ + _a_ becomes _ta_.
Then _a_ comes before _i_.
*_i_ + _a_ becomes _e_.

5. Look at this word and its parts. Note the underlined letters.

t_oo_NAsá'Ux

is made up of _ti_ + _a_ + _u_n + RAsa'Ux

In this word, as shown in Number 3, _ti_ + _a_ becomes _ta_.
Then _a_ comes before _u_.
*_a_ + _u_ becomes _oo_.

6. Look at this word and its parts. Note the underlined letters.

tik_i_sčípi

is made up of ti + k_u_ + _i_sčipi

In this word the original sound was _u_ followed by _i_.
*When a verb stem begins with the vowel _i_, _u_ + _i_ becomes _i_.

7. Look at this word and its parts. Note the underlined letters.

tuNAsá’Ux

is made up of ti + un + RAsa’Ux

In this word the original sound was i followed by u.
*i + u becomes u.

8. Look at this word and its parts. Note the underlined letters.

tisčípi

is made up of ti + isčipi

*i + i becomes i.

9. Look at these words and their parts. Note the underlined letters.

tikuNAsá’Ux

is made up of ti + ku + un + RAsa’Ux

tuNAsá’Ux

is made up of ti + un + RAsa’Ux

tooNAsá’Ux

is made up of ti + a + un + RAsa’Ux

When n comes before r, r changes to n. nn becomes n.
*n + r becomes n.

10. Vowel Length

Observe that in some words the vowel is long, and in others, under almost similar circumstances, the vowel is short. This does not change the meaning. It occurs because these rules usually apply:

A vowel is usually long before a consonant + vowel combination. For example:

etčiísu’

A vowel is usually short before a consonant + consonant combination (consonant cluster). For example:

etčiísu’

To Review: additional rules concerning sound change in Arikara:

1. u + a becomes oo.
2. a + i becomes ee.
3. When the second person indicative marker ti is followed by the second person object pronoun a, they become ta.
4. i + a becomes e.
5. a + u becomes oo.
6. When a verb stem begins with the vowel i, u + i becomes i.
7. i + u becomes u.
8. i + i becomes i.
9. n + r becomes n.
10. a. A vowel is usually long before a consonant + vowel combination.
    b. A vowel is usually short before a consonant + consonant combination.

Practice

A. Rewrite these word parts into one word. Remember the sound changes you have learned.

   1. ti + a + un + RAsá'Ux
   2. ti + un + RAsá'Ux
   3. ti + a + awiRItčé'
   4. ti + ku + anaásu'
   5. ti + a + isčípi
   6. ti + isčípi
   7. ti + awiriitaánu'
   8. ti + ku + isčípi

B. Rewrite these words as separate word parts. Use their original forms.

   1. tikoowí'At
   2. teewiRItčé'
   3. tahAstaahíš
   4. tuNAsá'Ux
   5. taanaásu'

CONVERSATION

Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

† 1. Where are you going?
I'm going to Cannonball.
It's a nice day.
I'm getting warm.

† 2. What time is it?
It's after five.
I'm hungry. I want (to eat) a biscuit.

† 3. I'm not well.
I'm very hot.
Give me water.

† 4. How is your grandmother?
She's well.
She's making a beaded belt.

Make up dialogues similar to these examples. Write them out and check them against the sentences you have learned in these lessons.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

nooxíni' na táWIt	'thirteen'
nooxíni' na čiití'Iš	'fourteen'
nooxíni' na šíhUx	'fifteen'
nooxíni' na tšaápis	'sixteen'
nooxíni' na taWIšaapiswaáNA	'seventeen'
nooxíni' na taWIšaápis	'eighteen'
nooxíni' na nooxiniiwaáNA	'nineteen'
wiitá'u'	'twenty'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. nineteen
b. three
c. eleven
d. fifteen
e. one
f. seven
g. twenty
h. nine
i. two
j. eighteen
k. six
l. fourteen
m. five
n. twelve
o. sixteen
p. four
q. seventeen
r. ten
s. eight
t. thirteen

2. Šuxwaáko' saNIštaakAhníni'.

a. šíhUx
b. nooxíni' na áxkUx
c. taWIšaapiswaáNA
d. wiitá'u'
e. nooxíni' na čiití'Is
f. táWIt
g. nooxiniiwaáNA
h. nooxíni' na pítkUx
i. čiití'Is
j. nooxíni' na nooxiniiwaáNA
k. taWIšaápis
l. áxkUx
m. nooxíni' na šíhUx
n. nooxíni' na taWIšaapiswaáNA
o. pítkUx
p. nooxíni' na tšaápis
q. nooxíni'
r. nooxíni' na taWIšaápis
s. tšaápis
t. nooxíni' na táWIt

SENTENCE PATTERNS

Witiisuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

a. Tičé nuhnaánu'?	'How many are they?'
Tuhnaánu' nooxíni'.	'They number ten.'
b. Tičé nuhnaánu' neesítš?	'How many knives?'
Neesítš tuhnaánu' šíhUx.	'They number five knives.'

Practice

1. Tičé no' nakuwaákA saNIšíni'?

a. How many pears?
b. How many cakes?
c. They number 4 potatoes.
d. They number 8 dresses.
e. They number 3 aprons.
f. How many plates?

2. Tičé no' nakuwaákA saNIštaakAhníni'?

   a. Šawíts tuhnaánu' tšaápis.
   b. Tičé nuhnaánu' šisčítA?
   c. Napakúxtš tuhnaánu' taWIsaapišwaáNA.
   d. Uukawikúsu' tuhnaánu' nooxíni' na pítkUx.
   e. Tičé nuhnaánu' thuneepiínu'?
   f. Awitakúxu' tuhnaánu' wiitá'u'.

TEST YOURSELF

†1. ŠuuNUxwakunaasíhtš saNIštaakAhníni'.

   a. What is the literal translation for tikuhAstaahíš?
   b. Why are Arikara verbs that describe a physical state of the body called passive verbs?
   c. Does the combination ia always become ee? If your answer is no, give the reason.
   d. When is a vowel usually long?
   e. When is a vowel usually short?

2. ŠuuNUxtaniíno' saNIšíni'.

   a. seventeen
   b. twelve
   c. twenty
   d. eight
   e. sixteen
   f. one
   g. five
   h. thirteen
   i. nine
   j. fourteen
   k. ten

3. Šuxwaáko' saNIšíni'.

   Count from one through twenty.

4. Šuxwaáko' saNIštaakAhníni'.

   a. nooxíni' na táWIt
   b. nooxíni' na taWIšaapiswaáNA
   c. wiitá'u'
   d. nooxíni' na tšaápis
   e. nooxíni' na čiití'Is
   f. nooxíni' na nooxiniiwaáNA
   g. nooxíni' na šíhUx
   h. nooxíni' na taWIšaápis

†5. Is each verb passive or active?

a. taanaásu'
b. taatItká
c. tiRAxwé'
d. tikoowiRItčé'
e. taaxapáku'
f. tuNAsá'Ux

ANSWERS

Conversation

1. Čukú NAxwó'?
TAtwó' NIškúsu'.
Tsakuunawíre.
Tikoowiriitaánu'.

2. Tičé weniita'uúkUt?
ŠíhUx weti'UhtahAt.
TikuNAsá'Ux. TikukaaNAsšó' isataaniwíru'.

3. AtíštIt kaakatuú'Ut.
TikoowiRItčé'.
Škuxciraánu tstoóxu'.

4. Áka' tičé wekunuú'Ut?
AtíštIt tuú'Ut.
Tiroóku' čiNIsthuneepiínu'.

Test Yourself

1. a. it-thirsts-me
   b. Arikara verbs that describe a physical state of the body are said to act on the subject and are passive verbs.
   c. No. When the third person indicative marker ti is followed by the second person object pronoun a, they become ta.
   d. When it is in a syllable that comes before a consonant-vowel.
   e. When it is in a syllable that comes before a consonant-consonant-vowel.

5. a. passive
   b. active
   c. active
   d. passive
   e. active
   f. passive

LESSON 21

Asking a Question

SPOKEN AND WRITTEN SOUNDS

Pronouncing Whispered Sounds

Say the Arikara equivalents for these English phrases:

a. man saying hello
b. White Shield
c. I'm hungry
d. I want to eat

Each of the Arikara words contain whispered sounds. Šuxwaáko' štóh.

a. čiíRA

b. NAhtAsuutaaká

c. tikuNAsá'Ux

d. tikukaaNAsšó'

Notice that you are pronouncing the whispered sounds in two different ways:

1. In words a and b you actually say the sounds, but you whisper them.
2. In words c and d you say the sounds quickly and contract them.

† Say these words. Which do you whisper? Which do you contract?

a. NiineetUhčitákUx

b. saNIšíni'

c. WAhúx

d. wekuNAxuú'Ut

It is not possible to predict which whispered sounds will be pronounced in a certain way. Be aware, however, of these differences and listen to native speakers' pronounciation.

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

verb	singular	dual	plural
stand up!	šuuxuuneéRIt	šiišuxwa'uuneéRIt	šuxtapa'uuneéRIt
sit down!	šuxwiítIt	šiišuxwiiruútIt	šuxtaahnaaníNAt
come here!	šíša'	šiišišwá'	šištaahnaána'
get up!	šuuxiriwátAt	šiišuuxiriwátAt	šuxtaahnaaniriwátAt

1. These commands are addressed to one or more people. Those in the column marked 'singular' are said to one person. Those in the column marked 'dual' are said to a group of two people. Those in the column marked 'plural' are said to a group of three or more people.

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. Susie, come here!
   b. John and Tom, stand up!
   c. Louise, Mary, and Kate, sit down!
   d. Alice, Dave, and Bob, stand up!
   e. Elbert, sit down!
   f. Bert and Bill, get up!
   g. Francis and Rose, come here!
   h. Ellen, stand up!
   i. Ann and Ernest, sit down!
   j. Frank, Harry, and Fred, come here!
   k. Ted, get up!

3. Šuxwaáko' saNIštaakAhníni'.

   a. Šiišišwá'!
   b. Šuxtapa'uuneéRIt!
   c. ŠuxwiítIt!
   d. Šíša'!
   e. ŠuxtaahnaaníNAt!
   f. ŠiišuxwiiruútIt!
   g. ŠuxtaahnaaniriwátAt!
   h. ŠuuxuuneéRIt!
   i. Šištaahnaána'!
   j. Šiišuxwa'uuneéRIt!
   k. ŠuuxiriwátAt!

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

kóstš	'pail, bucket'
niíšu'	'arrow'
čiwáhtš	'fish'
činínu'	'jelly, jello'
huú'	'mush, pudding'
koóxu'	'onion'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

    a. My grandfather is making an arrow.
    b. Your mother is looking for an onion.
    c. Give me the pail.
    d. I want (to eat) pudding.
    e. This is a fish.
    f. His grandmother is looking for the jelly.

2. Šuxwaáko' saNIštaakAhníni'.

    a. T^{i}naroósI tí'It huú'.
    b. Škuúxu čiwáhtš.
    c. TikukaaNAsšó' koóxu'.
    d. TAxtAxwe' činínu'.
    e. TiWIsíRIš tiroóku' kóstš.
    f. NuunaákUx ti' niíšu'.

GRAMMAR

1. It is a simple matter to change Arikara statements into questions that can be answered yes or no. Read these statements that you learned in Lesson 6 and compare them with the questions.

a.	Títka.	becomes	Ka nétka?	'Is he sleeping?'
b.	Tiroóku'.	becomes	Ka naroóku'?	'Is he making it?'
c.	TiwaaWIhtiíku'.	becomes	Ka nawaaWIhtiíku'?	'Is he talking?'

2. Study the statement/question sets and answer these questions:

   a. What word part in each statement is dropped when the statement is changed to a question? (ti)

   b. What word part is substituted for ti in the question? (na, naa, or ne)

   c. What word part is added to the question? (ka)
   ka na...is the prefix for questions that require only a yes or no answer.

3. Practice. Fill in the blank spaces with the correct word parts.

Tiraanoóku’. becomes _____ _____raanoóku’? 'Is he singing?'

Tičiikaáhu’. becomes _____ _____čiikaáhu’? 'Is he drinking?'

TičíkAt. becomes _____ _____číkAt? 'Is he crying?'

SENTENCE PATTERNS

1. Tičé no’ nakuwaákA saNIšíni’?

a.	Ka nétka?	'Is he sleeping?'
b.	Ka nawaaWIhtiíku’?	'Is she talking?'
c.	Ka naraanoóku’?	'Is he singing?'
d.	Ka načiikaáhu’?	'Is she drinking?'
e.	Ka načíkAt?	'Is he crying?'
f.	Ka naroóku’?	'Is she making it?'
g.	Ka naRAxwé’?	'Is he looking for it?'
h.	Ka naapáku’?	'Is she fighting?'

2. Šuxwaáko’ saNIštaakAhníni’.

   a. Ka nétka? Heé’, títka.*

   b. Ka nawaaWIhtiíku’? Heé’, tiwaaWIhtiíku’.

   c. Ka naranoóku’? Hąą́’, tiraanoóku’.*

   d. Ka načiikaáhu’? Hąą́’, tičiikaáhu’.

   e. Ka načíkAt? Heé’, tičíkAt.

   f. Ka naroóku’? Heé’, tiroóku’.

   g. Ka naRAxwé’? Hąą́’, tiRAxwé’.

   h. Ka naapáku’? Heé’, teepáku’.

*NOTE: heé’ 'yes' (man speaking)
hąą́’ 'yes' (woman speaking)

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. Is she looking for it? Yes, she's looking for it.
b. Is he drinking? No, he's talking.
c. Is she sleeping? Yes, she's sleeping.
d. Is he making it? Yes, he's making it.
e. Is she fighting? No, she's crying.
f. Is he talking? No, he's drinking.
g. Is she singing? Yes, she's singing.
h. Is he crying? No, he's fighting.

TEST YOURSELF

1. Rewrite these statements as questions.

a. Tiraanoóku'.
b. TičíkAt.
c. Teepáku'.
d. Títka.
e. Tičiikaáhu'.
f. Tiroóku'.
g. TiwaaWIhtiíku'.
h. TiRAxwé'.

2. Rewrite these questions as statements.

a. Ka nétka?
b. Ka naapáku'?
c. Ka nawaaWIhtiíku'?
d. Ka naRAxwé'?
e. Ka naraanoóku'?
f. Ka naroóku'?
g. Ka načiikaáhu'?
h. Ka načíkAt?

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. Is she making a dress? No, she's making a coat.
b. Is he talking? Yes, he's talking.
c. Is she drinking tea? No, she's drinking coffee.
d. Is she looking for an apple? Yes, she's looking for an apple.
e. Is he fighting? No, he's talking.
f. Is she sleeping? Yes, she's sleeping.
g. Is he crying? No, he's singing.

4. Šuxwaáko' saNIštaakAhníni'.

a. Ka načíkAt? Hąą́', tičíkAt.
b. Ka naraanoóku'? Hąą́', tiraanoóku'.
c. Ka naapáku'? Heé', teepáku'.
d. Ka nétka? Heé', títka.

e. Ka načiikaáhu'? Hąą́', tičiikaáhu'.

f. Ka naRAxwé'? Heé', tiRAxwé'.

g. Ka nawaaWIhtiíku'? Hąą́', tiwaaWIhtiíku'.

h. Ka naroóku'? Heé', tiroóku'.

5. Šuxwaáko' saNIšíni'. or Šuxwaáko' saNIštaakAhníni'.

a. Stand up, Susie!
b. ShuxtaahnaaníNAt!
c. Write it in Arikara.
d. Witiišuxtii'Uxíshto' nakuwaákA t^{i}naroósI saNIšíni'.
e. Šiišišwá'!
f. Come here, Bob!
g. Say it again.
h. ŠuuNUxwakunaasíhtš saNIšíni'.
i. Rose, Fred and Ernie, come here!

ANSWERS

Pronouncing Whispered Sounds

a. whisper
b. contract
c. whisper
d. contract-first
whisper-second

LESSON 22

Tribal Names and Negative Sentences

SPOKEN AND WRITTEN SOUNDS

Variations in Reading Sounds

Reread Lesson 12, 'Variations in Reading Sounds'.

Practice reading these words as though they were in a sentence:

uukawikúsu'
awitakúxu'
atíka'
čiNIšthuneepiínu'
naaWIhtaaká

napakuxtaáku'
NAhtAsuutaaká
Wiísu' SAhaánu'
Niškúsu'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

sáhniš	'Arikara'
wiitatshaánu'*	'Hidatsa'
psí'a'	'Assiniboine'
tUhkaáka'	'Crow'
káNIt	'Mandan'
sanánat	'Sioux'

---

* This word is pronounced wiitats - haánu' not wiitatšaánu'.

CONVERSATION

Tiče naaxačitaá'A?	'What is your tribe?'
Taatačitaá'A ________________.	'My tribe is __________.'
Kaakaatačitaá'A ____________.	'My tribe is not ______.'
Tiče naačitaá'A? ___________.	'What is his tribe?'
Teečitaá'A __________________.	'His tribe is _________.'
Kaakeečitaá'A _______________.	'Her tribe is not _____.'

Practice

1. Tiče no' nakuwaákA saNIšíni'?

    a. His tribe is Crow.
    b. What is your tribe?
    c. My tribe is not Arikara.
    d. What is her tribe?
    e. His tribe is not Mandan.
    f. My tribe is Assiniboine.
    g. Her tribe is Hidatsa.
    h. My tribe is Sioux.

2. Tiče no' nakuwaákA saNIštaakAhníni'?

    a. Kaakaatačitaá'A sanánat.
    b. Tiče naačitaá'A?
    c. Kaakeečitaá'A tUhkaáka'.
    d. Teečitaá'A sáhniš.
    e. Taatačitaá'A káNIt.
    f. Tiče naaxačitaá'A?
    g. Taatačitaá'A wiitatshaánu'.
    h. Teečitaá'A psí'a'.

GRAMMAR AND SENTENCE PATTERNS

1. Read these sentences. They are the negative forms of sentences you have learned in earlier lessons.

KaakikukaaNAsšó' ápos.	'I don't want (to eat) an apple.'
KaakikukaaNAsšó' átit.	'I don't want (to eat) beans.'
KaakikutskaaNAsšó' etčiísu'.	'I'm not sleeping.'
Kaakítka.	'He's not sleeping.'

2. Compare the verbs in each of these sentences with the verbs in the declarative sentences.

kaakikukaaNAsšó'	tikukaaNAsšó'
kaakikutskaaNAsšó'	tikutskaaNAsšó'
kaakaatItká	taatItká
kaakítka	títka

Notice that the indicative prefix ti is dropped and the negative marker kaaki’ takes its place. Most of the verbs you learned follow this pattern, except this type:

T^{i}naákUx kaakí’ patát.	'This is not a potato.'
T^{i}naáxA kaakí’ neesítš.	'This is not a knife.'
NuunaákUx kaakí’ patát.	'That is not a potato.'
NuunaáxA kaakí’ neesítš.	'That is not a knife.'

In this set of sentence patterns, the indicative prefix is a separate word, therefore, the negative prefix that replaces it is a separate word.

Practice

†1. Fill in the blank spaces with the correct word parts.

TAhnaanoóku’ becomes _____Ahnaanoóku’. 'I’m not singing.'

TAxčiikaáhu’ becomes _____Axčiikaáhu’. 'You’re not drinking.'

TičíkAt becomes _____číkAt. 'He’s not crying.'

2. Change these verb forms from declarative to negative. Translate into English.

a. Tiraanoóku’.
b. Taaxapáku’.
c. Tikisčípi.
d. Teewiriiitaánu’.
e. Títka.
f. TaNAxwé’.
g. TAxčíkAt.
h. Taanaásu’.
i. TuNAsá’Ux.
j. Tatuu’Ut.

3. Change these sentences from negative to declarative. Translate them into English.

a. KaakooNAsá’Ux.
b. KaakiRAxwé’.
c. KaakAxuú’Ut.
d. Kaakeepáku’.
e. Kaakikoowiriiitaánu’.
f. Kaakeenaásu’.
g. KaakAhnoóku’.
h. KaakAtčíkAt.
i. Kaakesčípi’.
j. Kaakaaxítka.

TEST YOURSELF

1. Match the English equivalents in Column B with the tribal names in Arikara in Column A.

Column A	Column B
a. káNIt	1. Arikara
b. psí'a'	2. Hidatsa
c. sáhniš	3. Assiniboine
d. tUhkaáka'	4. Crow
e. sanánat	5. Mandan
f. wiitatshaánu'	6. Sioux

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

    a. You are not crying.
    b. My tribe is Hidatsa.
    c. I am not looking for it.
    d. John is not cold.
    e. What is your tribe?
    f. She is not hungry.
    g. I don't want (to eat) bread.
    h. Her tribe is Crow.
    i. You are not sleeping.
    j. My mother is not tired.

3. Šuxwaáko' saNIštaakAhníni'.

    a. Kaakaatačitaá'A sáhniš.
    b. Atípa' kaakikaaNAsšó' káwitš.
    c. KaakAxuú'Ut.
    d. Tičé naačitaá'A?
    e. KaakAtwaaWIhtiíku'.
    f. Kaakaanaásu'.
    g. Don kaakeepáku'.
    h. Teečitaá'A káNIt.
    i. TiWIsÍRIš kaakičíkAt.
    j. Kaakaaxapáku'.

ANSWERS

Grammar and Sentence Patterns

Practice

1. a. kaak
    b. kaak
    c. kaaki

LESSON 23

Eating One Item and Eating a Meal

SPOKEN AND WRITTEN SOUNDS

Glottal Stop

The glottal stop, written ’, is a catch or stoppage of air in the throat as in the middle of the English exclamation 'uh-uh'.

Circle all the glottal stops you find in this passage:

Noowitiraa’iitUxawáNIt. Noowitiwaáko’, "Wáh, nooxaá’ waatšooríčes! Kuwešitatuutawi’aaníštA tiihá’I." WewitikUxiíNAt áxkUx. Noowewitiraa’iitáWI. Noowiteé’a’ waatšooríčes. Čikú kanawitaaninuuná’ AhnaWIská’A, "AataakawootíkA."

Practice reading the glottal stop in these words:

niíšu’

piiraá’u’

ka’ístš

čiisa’iNAhkáta

atí’Ax

šaahé’

CONVERSATION

Šuxwaáko’ saNIšíni’.

A.	Tičé naáxa?	'What are you eating?'
	Taatá ápos. Ka nooNAsá’Ux?	'I’m eating an apple. Are you hungry?'
	Hąą́’ (or Heé’), škuúxu nipiíku’.	'Yes, give me an egg.'
B.	Ka naaxá isataá’u’?	'Are you eating bread?'
	Kaakí’, taatá isataaniwíru’.	'No, I’m eating a biscuit.'

C. Tičé weniita'uúkUt?	'What time is it?'
ŠíhUx weti'UhtáhAt.	'It's after five.'
TikuNAsá'Ux. TikukaaNAsšó' tsásts̆. Ka nooNAsá'Ux?	'I'm hungry. I want to eat some meat. Are you hungry?'
Heé' (or hąą́'), tikukaaNAsšó' tsásts̆.	'Yes, I want to eat some meat.'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

nipiíku'	'egg'
wahUxtaree'úx	'cucumber'
isataataNAhkaawá	'pie'
tšuúxIt	'artichoke'
tšuuxItwáhAt	'carrot'
Axkatawikoótu'	'cheese'
apáru'	'strawberry'
páhAt	'tomato'
hItkaataáts̆	'cow fat, suet'

Practice

1. Tičé no' nakuwaákA saNIšíni'?

a. artichoke
b. cucumber
c. cheese
d. egg
e. cow fat
f. carrot
g. pie
h. tomato
i. strawberry
j. suet

2. Tičé no' nakuwaákA saNIštaakAhníni'?

a. Axkatawikoótu'
b. tšuuxItwáhAt
c. wahUxtaree'úx
d. tšuúxIt
f. apáru'
g. nipiíku'
h. hItkaataáts̆
i. isataataNAhkaawá

GRAMMAR AND SENTENCE PATTERNS

1. There are several ways to talk about eating in Arikara. For example, when an Arikara speaker talks about eating just one thing, he says:

taatá ______	'I'm eating __________.'
taaxá ______	'You are eating ______.'
ti'á _______	'He/she is eating ____.'

The blank may be filled in with any single item of food that is neither granular nor liquid.

Practice

A. Tičé no' nakuwaákA saNIšíni'?

1. He is eating a peach.
2. I am eating an egg.
3. You are eating a carrot.
4. She is eating an apple.
5. You are eating squash.
6. I am eating a watermelon.
7. He is eating steak.
8. I am eating an artichoke.
9. You are eating a cucumber.

B. Tičé no' nakuwaákA saNIšíni'?

1. Ti'á tšuúxIt.
2. Taaxá isataaka'ít.
3. Taatá káwitš.
4. Taaxá nipiíku'.
5. Ti'á tšuuxItwáhAt.
6. Taatá isataataNAhkaawá.
7. Taaxá wahUxtaree'úx.
8. Ti'á ápos.
9. Taatá isataaka'ít.

2. When an Arikara speaker talks about eating a meal he says:

tAtwaawa'á	'I'm eating a meal.'
tAxwaawa'á	'You're eating a meal.'
tiwaawa'á	'He/she is eating a meal.'

NOTE: This verb is a transitive verb like tiroóku' and tiRAxwé' in Lesson 12.

Practice

A. Tičé no' nakuwaákA saNIšíni'?

1. You are eating a meal.
2. She is eating a meal.
3. I am eating a meal.
4. He is eating a meal.

B. Tičé no' nakuwaákA saNIštaakAhníni'?

1. Tiwaawa'á.
2. TAtwaawa'á.
3. TAxwaawa'á.

C. Does each verb form indicate eating one food item or eating a meal?

1. tAxwaawa'á
2. ti'á
3. taatá
4. tAtwaawa'á
5. taaxá
6. tiwaawa'á

3. Learn the negative form of the two verbs.

kaakatá ______________	I'm not eating ______________.
kaakAxá ______________	You are not eating __________.
kaaki'á ______________	He/she is not eating ________.
kaakAtwaawa'á	I'm not eating a meal.
kaakAxwaawa'á	You are not eating a meal.
kaakiwaawa'á	He/she is not eating a meal.

Practice

A. ŠuuNUxtaniíno' saNIšíni'. Šuxwaáko' saNIšíni'.

1. You are not eating a meal.
2. He is not eating an apple.
3. I am not eating bread
4. She is not eating a meal.
5. You are not eating hamburger.
6. I am not eating a meal.

B. Šuxwaáko' saNIštaakAhníni'.

1. Kaaki'á tšuuxItwáhAt.
2. KaakAtwa'á.
3. Kaakatá nipiíku'.
4. KaakAxá isataataNAhkaawá.
5. Kaakiwaawa'á.
6. KaakAxwaawa'á.

TEST YOURSELF

1. Tičé no’ nakuwaákA saNIšíni’?

   a. I am not eating an artichoke.
   b. He is eating a meal.
   c. I am not eating a meal.
   d. She is eating a strawberry.
   e. You are not eating a meal.
   f. I am eating an egg.
   g. You are not eating a cucumber.
   h. I am eating a meal.
   i. He is not eating a carrot.
   j. You are eating a meal.
   k. She is not eating a meal.
   l. You are eating a tomato.

2. Tičé no’ nakuwaákA saNIštaakAhníni’?

   a. TAxwaawa’á.
   b. Taatá páhAt.
   c. Kaaki’á wahUxtaree’úx.
   d. KaakAxwa’á.
   e. Taaxá tšuúxIt.
   f. Kaakatá nipiíku’.
   g. Tiwaawa’á.
   h. KaakAxwaawa’á.
   i. Ti’á tšuuxItwáhAt.
   j. TAtwaawa’á.
   k. Kaakiwaawa’á.
   l. KaakAxá isataataNAhkaawá.

LESSON 24

More Forms for Eating

CONVERSATION

Tičé no' nakuwaákA saNIšíni'?

Jennie šiti'á ápos na wahUxtAhkatá.	'Jennie's eating an apple and an orange.'
Ka nooNAsá'Ux, Sam?	'Are you hungry, Sam?'
Heé', tAtwa'á átit.	'Yes, I'm eating beans.
TikukaaNAsšó' isataá'u', Jim.	I want to eat bread, Jim.'
Šitaáta isataá'u' na tsaskatóx.	'I'm eating bread and a steak.'

NOTE: With this lesson you will begin to answer questions about the conversation in order to test your understanding of it. If you do not remember the interrogative form for verbs, review Lesson 21.

† Practice

ŠuuNUxwakunaasíhtš saNIšíni'.

1. Tičé Jennie šinawa'á?
2. Sam ka nooNAsá'Ux?
3. Tičé Sam nawa'á?
4. Sam ka na'á isataá'u'?
5. Tičé Jim šiná'a?

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

ka'itčés	'candy'
wahUxtAhkatá	'orange'
taánaps	'turnip'
niWAharikatít	'prune'
nakaánus	'chokecherry'

naakunaánu'	'Juneberry'
ničišsakawariíku'	'hominy'
huučÍRIt	'gooseberry'
na'aátu'	'fig'
neešitsaká'Ax	'popcorn'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

    a. chokecherry
    b. hominy
    c. candy
    d. fig
    e. turnip
    f. gooseberry
    g. orange
    h. Juneberry
    i. popcorn
    j. prune

2. Šuxwaáko' saNIštaakAhníni'.

    a. niWAharikatít
    b. neešitsaká'Ax
    c. ničišsakawariíku'
    d. nakaánus
    e. wahUxtAhkatá
    f. na'aátu'
    g. naakunaánu'
    h. taánaps
    i. ka'itčés
    j. huučÍRIt

GRAMMAR AND SENTENCE PATTERNS

1. Review two ways of talking about eating that you learned in Lesson 23.

    Šuxwaáko' saNIšíni'.

a.	He's eating a cucumber.	Ti'á wahUxtaree'úx.
b.	He's eating a meal.	Tiwaawa'á.

    In sentence a you are talking about eating one thing.

    In sentence b you are talking about eating a meal. Each situation has its own verb form.

2. When an Arikara speaker talks about eating two things, he says:

    Šitaáta ____ na ____ 'I'm eating ____ and ____.'
    Šitaáxa ____ na ____ 'You're eating ____ and ____.'
    Šiti'á ____ na ____ 'He/she is eating ____ and ____.'

The blank spaces may be filled in with any items of food that are neither granular nor liquid.

The verb stem for eating two things is the same as the verb stem for eating one thing.

The verb stem a has the prefix ši to indicate that two pieces of food are being eaten. That is, there are two objects of the transitive verb 'to eat'.

Practice

A. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. She's eating candy and bread.
b. I'm eating an orange and a fig.
†c. You are eating two prunes.
d. He's eating an egg and a carrot.

B. Šuxwaáko' saNIštaakAhníni'.

a. Šitaáxa wahUxtaree'úx na isataataNAhkaawá.

b. Šiti'á ka'itčés na wahUxtAhkatá.

c. Šitaáxa taánaps na káwitš.

†d. Šiti'á na'aátu'.

C. Tell which verb form you should use in each sentence.

a. He's eating an apple.
b. He's eating bread and fish.
c. He's eating two peaches.
d. He's eating a meal.
e. He's eating pie.
f. He's eating a plum and a pear.

3. When an Arikara speaker talks about eating granular food, he says:

tAtwa'á ________________ 'I'm eating ________________.'
tAxwa'á ________________ 'you're eating ____________.'
tiwa'á ________________ 'he/she is eating _________.'

The blank spaces may be filled in with any foods that are in the granular category, for example, beans, berries, salt, sugar, or meat.

Practice

A. Tičé no' nakuwaákA saNIšíni'?

1. She's eating Juneberries.
2. You're eating chokecherries.
3. I'm eating gooseberries.
4. He's eating hominy.

B. Tičé no' nakuwaákA saNIštaakAhníni'?

1. TAxwa'á huučíRIt.
2. Tiwa'á naakunaánu'.
3. TAtwa'á ničišsakawariíku'.
4. Tiwa'á nakaánus.

C. Tell which verb form you should use in each sentence.

1. He's eating beans.
2. He's eating bread.
3. He's eating a meal.
4. He's eating two eggs.

VERB CHARTS

1. a 'to eat one thing'

Person	Declarative	Negative	Interrogative
1st	taatá	kaakatá	ka naatá
2nd	taaxá	kaakAxá	ka naaxá
3rd	ti'á	kaaki'á	ka na'á

2. a 'to eat two things'

1st	šitaatá	šikaakatá	kA šinaatá
2nd	šitaaxá	šikaakAxá	kA šinaaxá
3rd	šiti'á	šikaaki'á	kA šina'á

3. waawa'a 'to eat a meal'

Person	Declarative	Negative	Interrogative
1st	tAtwaawa'á	kaakAtwaawa'á	ka NAtwaawa'á
2nd	tAxwaawa'á	kaakAxwaawa'á	ka NAxwaawa'á
3rd	tiwaawa'á	kaakiwaawa'á	ka nawaawa'á

4. wa'a 'to eat granular food'

1st	tAtwa'á	kaakAtwa'á	ka NAtwa'á
2nd	tAxwa'á	kaakAxwa'á	ka NAxwa'á
3rd	tiwa'á	kaakiwa'á	ka nawa'á

TEST YOURSELF

1. Choose the most appropriate Arikara equivalent for the English.

a. She is eating gooseberries.	Ti'á huučíRIt. Tiwaawa'á huučíRIt. Tiwa'á huučíRIt.
b. I am eating a meal.	Šitaáta. TAtwaawa'á. TAtwa'á.
c. You are eating an apple.	Taaxá ápos. Šitaáxa ápos. TAxwa'á ápos.
d. He is eating bread and onion.	Šiti'á isataá'u' na koóxu'. Tiwaawa'á isataá'u' na koóxu'. Tiwa'á isataá'u' na koóxu'.

2. Tičé no’ nakuwaákA saNIšíni’?

    a. Is he eating an orange?
    b. I am not eating a turnip and a prune.
    c. Are you eating a meal?
    d. You are eating chokecherries.
    e. Am I eating candy?
    f. He is not eating a meal.
    g. Are you eating hominy?
    h. He’s eating two prunes.
    i. You are not eating gooseberries.
    j. She is eating a fig.

3. Tičé no’ nakuwaákA saNIštaakAhníni’?

    a. KaakAtwa’á naakunaánu’.
    b. Šitaáta ka’itčés na na’aátu’.
    c. Ka nawaawa’á?
    d. TAxwa’á ničiššakawariíku’.
    e. TAtwaawa’á.
    f. Šikaaki’á wahUxtAhkatá na taánaps.
    g. Ka NAtwa’á huučíRIt?
    h. Tiwa’á nakaánus.
    i. KaakAxwaawa’á.
    j. Šiti’á niWAharikatít.

ANSWERS

Conversation Practice

1. Jennie šiti’á ápos na wahUxtAhkatá.
2. Heé’ (Ha̮á̮’), Sam tuNAsá’Ux.
3. Sam tiwa’á átit.
4. Heé’ (Ha̮á̮’), ti’á isataá’u’.
5. Jim šiti’á isataá’u’ na tsaskatóx.

Grammar and Sentence Patterns Practice

A. c. Šitaáxa niWAharikatít.

B. d. He’s eating two figs.

LESSON 25

Describing Shape and Position

SPOKEN AND WRITTEN SOUNDS

č, s, and š

Practice reading, writing and hearing these sounds so that you do not confuse them with each other.

1. Read these words. Pay attention to the sounds represented by the underlined letters.

    šístš

    siíšu'

    čiisíni'

    saátu'

    čiísu'

    šawítš

    koscés

    ka'ístš

    šiščítA

2. Write each word several times as you say it.

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

A.	ChiíRA.	'Hello.'
	Tičé kunaaxAxaá'A?	'What's your name?'
	KutaatAxaá'A Sam.	'My name is Sam.'
B.	ChiíRA. Tičé wekuNAxuú'Ut?	'Hello, how are you?'
	AtíštIt tatuú'Ut.	'I'm fine.'
	Tačé no'?	'Who's that?'
	Tí' John Black Horse.	'It's John Black Horse.'

C.	Nawáh. Tičé wekuNAxuú'ut?	'Hello. How are you?'
	Atíštit tatuú'Ut.	'I'm fine.'
	Tičé kunaaxaá'A?	'What's her name?'
	Kuteešaá'A Dorothy Smith.	'Her name is Dorothy Smith.'

Practice

1. Tičé no' nakuwaákA saNIšíni'? ŠuuNUxtaniíno' saNIšíni'.

   a. What is his name?
   b. My name is Joe.
   c. It's Dorothy.
   d. What is your name?
   e. His name is Sam.
   f. Who's that?

2. Tičé no' nakuwaákA saNIštaakAhníni'?

   a. Tí' Raymond.
   b. Tičé kunaaxAxaá'A?
   c. Kuteešaá'A Marie.
   d. Tičé kunaaxAxaá'A?
   e. KutaatAxaá'A Ron.
   f. Tačé no'?

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

kAxiítš	'bag'
šíštš	'awl'
koščés	'can'
nanihkaroókUx	'pen, pencil'
neeskaa'iítAt	'sausage'
nakareéštA	'skillet'
NAhčita'iwaaruusákUx	'hammer'
nanipAhnuuwaá'Ux	'saw'
kaatarapAxuučitákUx	'hatchet'
kaatarátš	'axe'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. pen
   b. can
   c. hammer
   d. axe
   e. awl
   f. sausage
   g. hatchet
   h. pencil
   i. saw
   j. bag
   k. skillet

2. Šuxwaáko' saNIštaakAhníni'.

a. nakareéštA
b. koščés
c. neeskaa'iítAt
d. nanipAhnuuwaá'Ux
e. kAxiítš
f. kaatarátš
g. NAhčita'iwaaruusákUx
h. šíštš
i. kaatarapAxuučitákUx
j. nanihkaroókUx

GRAMMAR AND SENTENCE PATTERNS

1. Give the English equivalent for these sentences. Cover the English to test your memory of this material.

a. T^{i}naáxA tí' neesítš.	'This is a knife.'
b. NuunaáxA tí' neesítš.	'That is a knife.'

2. What do you think the English equivalents for these sentences are?

a. T^{i}naákUx tí' ápos.	'This is an apple.'
b. NuunaákUx tí' ápos.	'That is an apple.'

3. Notice that the English sentences 1a and 2a are alike and 1b and 2b are alike, but the Arikara sentences in these two sets are different.

The Arikara sentences are different because the verbs indicate certain categories that are not used in these English sentences.

When you speak about food in Arikara, you have learned to choose the verb form that shows you are talking about a particular food category: liquid, or granular, or everything else.

Arikara speakers also indicate in their choice of verb form the shape or position of the noun being talked about in the sentence. In the first set of sentences, a long, slender object - a knife - is being talked about. In the second set of sentences, an apple, an object that does not have a long, slender shape, is being talked about.

4. To show that a long, slender object is being talked about, Arikara speakers add the word part xA to the verb. xA means 'lies'.

To show that an object that is not long and slender is being talked about, Arikara speakers add the word part kUx to the verb. kUx means 'sits'.

The literal, word-for-word, translations for the four sentences above are:

T^{i}naáxA tí’ neesítš.	'This-which-lies it-is a-knife.'
NuunaáxA tí’ neesítš.	'That-which-lies it-is a-knife.'
T^{i}naákUx tí’ ápos.	'This-which-sits it-is an-apple.'
NuunaákUx tí’ ápos.	'That-which-sits it-is an-apple.'

Notice, however, that the usual translation is not the literal one. The distinction between lying and sitting is made by Arikara speakers, but not by English speakers.

Practice

†1. Tell whether the suffix stem xA or kUx is used with each of these vocabulary words.

a. kAxiítš
b. šíštš
c. koščés
d. nanihkaroókUx
e. neeskaa’iítAt
f. nakareéštA
g. NAhčita’iwaaruusákUx
h. nanipAhnuuwaá’Ux
i. kaatarapAxuučitákUx
j. kaatarátš

†2. Give the literal translation for each of these Arikara sentences.

a. NuunaáxA tí’ neeskaa’iítAt.
b. T^{i}naákUx tí’ kAxiítš.
c. T^{i}naáxA tí’ nakareéštA.
d. NuunaákUx tí’ koščés.

TEST YOURSELF

1. Tičé no’ nakuwaákA saNIšíni’?

a. It’s John Black Horse.
b. What is his name?
c. My name is _____.
d. What is your name?
e. Who’s that?
f. Her name is Sue Smith.

2. Tičé no' nakuwaákA saNIštaakAhníni'?

a. Tičé kunaaxAxaá'A?
b. KutaatAxaá'A Bill.
c. Tí' Susie.
d. Tičé kunaaxaá'A?
e. Tičé no'?
f. Kuteešaá'A Mary.

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. pen
b. axe
c. skillet
d. hatchet
e. sausage
f. saw
g. bag
h. hammer
i. pencil
j. can
k. awl

4. Šuxwaáko' saNIštaakAhníni'.

a. NAhčita'iwaaruusákUx
b. nakareéštA
c. koščés
d. nanipAhnuuwaá'Ux
e. nanihkaroókUx
f. kAxiítš
g. kaatarapAxuučitákUx
h. neeskaa'iítAt
i. šíštš
j. kaatarátš

+5. When using each of these words in a sentence, would the verb stem be xA or kUx?

a. nipiíku'
b. wahUxtaree'úx
c. isataataNAhkaawá
d. tšuúxIt
e. tšuuxItwáhAt
f. ka'itčés
g. taánaps

6. Šuxwaáko' saNIšíni'.

a. This is a pen.
b. That is a plate.
c. This is a knife.
d. That is a bracelet.
e. This is a wooden bowl.
f. That is a basket.
g. This is cake.
h. That is a pear.
i. This is a can.
j. That is a sausage.
k. This is a bag.
l. That is a skillet.

7. Šuxwaáko' saNIštaakAhníni'.

a. NuunaákUx tí' isataaka'ít.
b. T^{i}naáxA tí' šiščítA.
c. NuunaáxA tí' škookuú'.
d. T^{i}naákUx tí' kAxiítš.
e. NuunaákUx tí' niWAharít.
f. T^{i}naáxA tí' niíšu'.
g. NuunaáxA tí' neeskaa'iítAt.
h. T^{i}naákUx tí' koscés.

ANSWERS

Grammar and Sentence Patterns Practice

1. a. kUx
b. xA
c. kUx
d. xA
e. xA
f. xA *
g. xA
h. xA
i. xA
j. xA

2. a. That-which-lies it-is a-sausage.
b. This-which-sits it-is a-bag.
c. This-which-lies it-is a-skillet.
d. That-which-sits it-is a-can.

Test Yourself

5. a. kUx
b. xA
c. kUx
d. kUx
e. xA
f. xA
g. kUx

---

* Some items, like nakareéštA, must be memorized because they are not in the category one would expect.

LESSON 26

Non-Singular Active Verbs: Dual Forms

CONVERSATION

Witiišuxtii'Uxísto' nakuwaákA t^{i}naroósI saNIšíni'.

Tičé weNUsakuú'U?	'What day is it?'
TsakUhčiwátAt.	'It's Monday.'
TUsakuú'U pítkUx NUsakuúNU.	'The day is Tuesday.'
TUsakuú'U táWIt NUsakuúNU.	'The day is Wednesday.'
TUsakuú'U tarihnuuwanúx.	'The day is Thursday.'
TUsakuú'U kawootíkUx.	'The day is Friday.'
TUsakuú'U čeehaanaaniikaroókUx.	'The day is Saturday.'
TUsakuú'U šakUhwaarúxti'.	'The day is Sunday.'

NOTE: Before contact with white people, the Arikaras did not name the days of the week. The names above are ones that were coined later and are descriptions of activities that took place on a particular day of the week in the agency community at the end of the 19th century.

The literal translations are:

tsakUhčiwátAt	'the day follows (Sunday)'
pítkUx NUsakuúNU	'the second day'
táWIt NUsakuúNU	'the third day'
*tarihnuuwanúx	'sewing'
*kawootíkUx	'killing' (which refers to the slaughter of beef on ration day, Friday)
*čeehaanaaniikaroókUx	'cleaning the rooms'
šakUhwaarúxti'	'holy day'

*These words are generally used with a form of the verb 'to be a (certain) day'. They are usually not used alone.

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. The day is Wednesday.
   b. It's Monday.
   c. The day is Saturday.
   d. What day is it?
   e. The day is Sunday.
   f. It's Tuesday.
   g. The day is Friday.
   h. The day is Thursday.

2. Šuxwaáko' saNIštaakAhníni'.

   a. TUsakuú'U táWIt NUsakuúNU.
   b. TUsakuú'U šakUhwaarúxti'.
   c. TUsakuú'U čeehaanaaniikaroókUx.
   d. TUsakuú'U tarihnuuwanúx.
   e. Tičé weNUsakuu'U?
   f. TsakUhčiwátAt.
   g. TUsakuú'U kawootíkUx.
   h. TUsakuú'U pítkUx NUsakuúNU.

VOCABULARY

Tičé no' nakuwaákA saNIšíni'?

WIšó'Iš	*'Grass dance, War dance'
neekakUxpíNUx	'Doorway song'
naawiinúkukUx	'Praising song'
kaáka'	'Crow song'
čištItkaáka'	*'Crowshin society'

NOTE: The terms marked by an asterisk (that is, WIšó'Iš and čištItkaáka') are names of societies. When they are used with the verb 'to sing', they refer to the songs of that society. For example,

tiraanoóku' čištItkaáka'	'He's singing a Crowshin society song.'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. Crow song
   b. Doorway song
   c. Crowshin society
   d. Grass dance or War dance
   e. Praising song

2. Šuxwaáko' saNIštaakAhníni'.

   a. neekakUxpíNUx
   b. kaáka'
   c. WIšó'Iš
   d. čištItkaáka'
   e. naawiinúkukUx

GRAMMAR AND SENTENCE PATTERNS

You have learned Arikara verbs in the singular form; that is, one person is performing the action or is being described. For example:

tAtwaaWIhtiíku'	'I'm talking'
tAxwaaWIhtiíku'	'you are talking'
tiwaaWIhtiíku'	'he/she is talking'
ka NAxwaaWIhtiíku'	'are you talking?'
kaakAtwaaWIhtiíku'	'I'm not talking'

As you know, more than one person can perform an action at the same time, and more than one person can be described at the same time. In English, more than one is called *plural*, and there are three plural verb forms to correspond to the three singular verb forms. For example:

I talk - we talk
you talk - you talk
he/she talks - they talk

The plural forms include two or more people.

We includes the speaker and anyone else.
You (plural) includes the person spoken to and anyone else.
They refers to people other than the speaker and the person spoken to.
They also refers to two or more things.

Arikara verb forms involving more than one person are quite different from English. Consequently, to avoid confusion, more than one in Arikara will be called *non-singular* rather than *plural*. Non-singular verb forms are divided into two categories:

dual - meaning two

and

plural - meaning more than two.

The plural forms include two or more people.

We includes the speaker and anyone else.

You (plural) includes the person spoken to and anyone else.

They refers to people other than the speaker and the person spoken to.

They also refers to two or more things.

Arikara verb forms involving more than one person are quite different from English. Consequently, to avoid confusion, more than one in Arikara will be called *non-singular* rather than *plural*. Non-singular verb forms are divided into two categories:

dual - meaning two

and

plural - meaning more than two.

Therefore, the Arikara equivalent of 1st person non-singular 'we are talking' can be:

tsihwaaWIhtiíku' - 'you and I are talking'

or

tataraapaaWIhtiíku' - 'all of you and I are talking'

The Arikara equivalent of 2nd person non-singular 'we are talking' can be:

šitAxwaaWIhtiíku' - 'you two are talking'

or

tAxtapaaWIhtiíku' - 'all of you are talking'

The Arikara equivalent of 3rd person non-singular 'they are talking' can be:

šitiwaaWIhtiíku' - 'those two are talking'

or

tihwaaWIhtiíku' - 'those three or more are talking'

Notice that each non-singular person takes two forms: dual and plural. When these Arikara forms are translated into English, the difference between dual and plural is noted in this manner:

šitiwaaWIhtiíku' - 'they (*du.*) are talking'

tihwaaWIhtiíku' - 'they (*pl.*) are talking'

Practice

1. Indicate which phrases would be translated as dual number and which as plural.

   a. the two of us
   b. you, Mary, and I
   c. my wife, her brother, and my child
   d. John and Tom
   e. the children and Jack

2. To form the dual for the second and third persons of these verbs, add the prefix ši to the singular forms. For example,

teepáku'	-	'he is fighting'
	becomes	
šiteepáku'	-	'those two are fighting', or 'they (du.) are fighting'

3. Study the word parts or elements of these dual verb forms in the second and third persons:

a. šitAxtaanoóku'	'you (du.) are singing'
ši + tA + x + naanoóku'	
ši	dual subject pronoun prefix
tA	indicative prefix
x	2nd person subject pronoun prefix
naanoóku' (raanooku')	verb stem

b. šitAxwaaWIhtiíku'	'you (du.) are talking'
ši + tA + x + waaWIhtiíku'	
ši	dual subject prefix
tA	indicative prefix
x	2nd person subject pronoun prefix
waaWIhtiíku'	verb stem

Summary: ši is a dual subject marker.

c. šitiraanoóku'	'they (du.) are singing'
ši + ti + raanoóku'	
ši	dual subject prefix
ti	3rd person indicative prefix
raanoóku'	verb stem

d. šitiwaaWIhtiíku’	'they (du.) are talking'
ši + ti + waaWIhtiíku’	
ši	dual subject prefix
ti	3rd person indicative prefix
waaWIhtiíku’	verb stem

Summary: ši is a dual subject marker.

e. šitaaxItkáwa	'you (du.) are sleeping'
ši + taa + x + Itká + wa	
ši	dual subject prefix
taa	indicative prefix
x	2nd person subject pronoun prefix
Itká (itka)	verb stem
wa	distributive suffix

f. šititkáwa	'they (du.) are sleeping'
ši + t + itká + wa	
ši	dual subject prefix
t (ti)	3rd person indicative prefix
itká	verb stem
wa	distributive suffix

Summary: wa is a distributive suffix.

A distributive suffix indicates that each individual in the group is referred to as an individual rather than as part of the group.

Practice

A. Complete the chart. Write the elements in the appropriate columns for the Arikara verb forms listed in the first column.

Verb Form	dual subj. prefix	indicative prefix	subject prefix	verb stem	distrib. suffix	English equiv.
šitAxwaaWIhtiíku'						
šitAxčiikaáhu'						
šitičíkAt						
šiteepáku'						
šitaaxItkáwa						
šitiraanoóku'						
šititkáwa						
šitiwaaWIhtiíku'						
šitAxtaanoóku'						
šitičiikaáhu'						
šitAxčíkAt						
šitaaxapáku'						

B. Change these verbs to dual form.

1. tiwaaWIhtiíku'
2. tAxčíkAt
3. tičiikaáhu'
4. tAxtaanoóku'
5. tiraanoóku'
6. tAxčiikaáhu'
7. teepáku'
8. tAxwaaWIhtiíku'
9. titkáwa
10. taaxapáku'
11. tičíkAt
12. taaxItkáwa

4. Various ways to say 'you and _____ ... .'

You have learned that Arikara subject pronouns are elements included in the verb form. One example is x, the 2nd person subject pronoun prefix. It is referred to as a dependent word part because it is never used as a separate word.

The independent 2nd person subject pronoun is naáxU. It is not generally used by native Arikara speakers, but it is a help to new speakers. For example,

NaáxU na Mary šitAxčíkAt.	'You and Mary are crying.'

Notice that both naáxU and x are used here.

You may say the same thing in slightly different ways:

šitAxčíkAt	'you two are crying'
Mary šitAxčíkAt	'Mary and you are crying'

†Practice

Indicate which sentences could use naáxU.

a. You two are talking.
b. You and Mike are talking.
c. The two of you are singing.
d. Sam and you are singing.
e. You and Dan are drinking.
f. You (du.) are drinking.
g. Sally and you are crying.
h. You, Sally, and Ruth are crying.

NOTE: See also Verb Charts at the back of the book.

TEST YOURSELF

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. John and Bill are singing.
   b. You and Susie are fighting.
   c. My grandfather and my uncle are talking.
   d. His mother and his grandmother are sleeping.
   e. You and your mother are crying.
   f. Mary and Rita are drinking.
   g. Tim and Tom are crying.
   h. Bob and you are talking.
   i. You and Karen are singing.
   j. Lois and you are sleeping.
   k. Your uncle and my father are fighting.
   l. You and Jerry are drinking.

2. Šuxwaáko' saNIštaakAhníni'.

   a. ŠitičíkAt.
   b. ŠitAxwaaWIhtiíku'.
   c. Šitičiikaáhu'.
   d. Šitaaxapáku'.
   e. Šitiraanoóku'.
   f. ŠitaaxItkáwa.
   g. Šiteepáku'.
   h. ŠitAxčiikaáhu'.
   i. ŠitAxtaanoóku'.
   j. ŠitAxčíkAt.
   k. Šititkáwa.
   l. ŠitiwaaWIhtiíku'.

3. Tičé no' nakuwaákA saNIšíni'?

   a. What day is it?
   b. The day is Tuesday.
   c. Crowshin society song
   d. The day is Friday.
   e. It's Monday.
   f. The day is Sunday.
   g. Praising song
   h. The day is Wednesday.
   i. The day is Saturday.
   j. Grass dance
   k. Crow song
   l. The day is Thursday.
   m. Doorway song

ANSWERS

Grammar and Sentence Patterns

4. Practice

   Sentences b, d, e, g, and h may use naáxU.

LESSON 27

Non-Singular Active Verbs: Negative Forms

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Čukú niíhi' NAhtAsuutaaká?	'Where is White Shield?'
NAhtAsuutaaká tiíhi' koohaáhnini'.	'White Shield is to the north.'
NAhtAsuutaaká tiíhi' hunaanapsíni'.	'White Shield is to the south.'
NAhtAsuutaaká tiíhi' huukaawiraátA.	'White Shield is to the east.'
NAhtAsuutaaká tiíhi' skaweeraá'u'.	'White Shield is to the west.'

Practice

1. Tičé no' nakuwaákA saNIšíni'?

   a. Mandan is to the west.
   b. Ft. Yates is to the south.
   c. Where is Minot?
   d. Devils Lake is to the east.
   e. Bismarck is to the south.
   f. White Shield is to the north.
   g. Where is Beaver Creek?
   h. Coleharbor is to the east.
   i. New Town is to the west.
   j. Cannon Ball is to the south.
   k. Washburn is to the north.
   l. Where is Bismarck?

2. Tičé no' nakuwaákA saNIštaakAhníni'?

   a. NiineetUhčipiriíNU tiíhi' skaweeraá'u'.
   b. ČiWAhaahwaarúxti' tiíhi' huukaawiraátA.
   c. NiineetUhkatákUx tiíhi' koohaáhnini'.
   d. ItUhtaáwe tiíhi' hunaanapsíni'.
   e. Wiísu' SAhaánu' tiíhi' skaweeraá'u'.
   f. Čukú niíhi' NiineetUhčitákUx?
   g. NiWAharít SAhaáhkAt tiíhi' koohaáhnini'.
   h. NAhtAsuutaaká tiíhi' koohaáhnini'.
   i. Čukú niíhi' ČítUx SAhaánu'?
   j. NiinakanítWI tiíhi' hunaanapsíni'.
   k. Čukú niíhi' Niškúsu'?

VOCABULARY

Šuxwaáko’ saNIšíni’.

čiWIhákUx	'Victory dance'
čiikaá’Ux	'Round dance'
taróxpa	'Taroxpa society'
nesčíri	'Wolf Way song'
Axtáwi’Ish	'Kick dance'
hirúškA	'War dance'

NOTE: All of the terms above are the names of societies or dances. When these terms are used with the verb 'to sing', they refer to the songs of that society. For example,

tiraanoóku’ ciWIhákUx.	'He’s singing a Round dance song.'

Practice

1. ŠuuNUxtaniíno’ saNIšíni’. Šuxwaáko’ saNIšíni’.

   a. Kick dance
   b. Victory dance
   c. War dance society
   d. Taroxpa society
   e. Wolf Way song
   f. Round dance

2. Šuxwaáko’ saNIštaakAhníni’.

   a. hirúškA
   b. nesčíri
   c. čiWIhákUx
   d. taróxpa
   e. Axtáwi’Iš
   f. čiikaá’Ux

GRAMMAR AND SENTENCE PATTERNS

Tičé no’ nakuwaákA saNIšíni’?

šitiraanoóku’

šitAxwaaWIhtiíku’

How can you change these statements into negative forms? You use the same negative word part that you learned to use in Lesson 22 with singular verb forms. For example,

šitiraanoóku’ becomes šikaakiraanoóku’

šitAxwaaWIhtiíku’ becomes šikaakAxwaaWIhtiíku’

In each form, the indicative prefix is dropped and the form kaaka/kaaki is substituted. The order of the word parts remain the same in the negative as it is in the declarative sentence:

šikaakAxwaaWIhtiíku'

ši + kaakA + x + waaWIhtiíku'

ši	dual prefix
kaakA	negative prefix
x	2nd person pronoun prefix
waaWIhtiíku'	verb stem

Practice

1. Change these declarative verb forms into negative forms.

   a. šitAxtaanoóku'
   b. šitičíkAt
   c. šitaaxapáku'
   d. šitiwaaWIhtiíku'
   e. šitaaxItkáwa
   f. šiteepáku'

2. Change these negative verb forms into declarative forms.

   a. šikaakAxčíkAt
   b. šikaakeepáku'
   c. šikaakitkáwa
   d. šikaakičiikaáhu'
   e. šikaakičíkAt
   f. šikaakAxčiikaáhu'

All negative forms are put together in this manner. Therefore, the negative form will not be taught again.

NOTE: See also Verb Charts at the back of the book.

TEST YOURSELF

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. His father is singing a War dance society song.
   b. My uncle is singing a Doorway song.
   c. You are not singing a Taroxpa society song.
   d. Is my grandfather singing a Round dance song?
   e. I am singing a Victory song.
   f. Your grandfather is not singing a Kick dance song.

2. Šuxwaáko' saNIštaakAhníni'.

   a. KaakAxtaanoóku' nesčíri.
   b. AWIsíRIš tiraanoóku' Axtáwi'Iš.
   c. Haá'Ax kaakiraanoóku' hirúškA.
   d. Atípa' ka naraanoóku' taróxpa?
   e. Ka NAxtaanoóku' čiikaá'Ux?
   f. Ipáhni' kaakiraanoóku' čiWIhákUx.

3. Change these declarative forms into negative forms and translate each one.

   a. šiteepáku'
   b. šitAxčíkAt
   c. šititkáwa
   d. šitAxtaanoóku'

4. Change these negative forms into declarative forms and translate each one.

   a. šikaakAxwaaWIhtiíku'
   b. šikaakAxčíkAt
   c. šikaakitká
   d. šikaakAxčiikaáhu'

5. ŠuuNUxwakunaasíhtš saNIšíni'.

   a. Where is Bismarck?
   b. Washburn is to the east.
   c. Devils Lake is to the south.
   d. Cannon Ball is to the west.
   e. Minot is to the north.

6. Tičé no'ʹnakuwaákA saNIštaakAhníni'?

   a. Wiisú SAhaánu' tiíhi' skaweeraá'u'.
   b. ČiWAhaahwaarúxti' tiíhi' koohaáhnini'.
   c. Čukú' niíhi' NAhtAsuutaaká?
   d. NiWAharít SAhaáhkAt tiíhi' hunaanapsíni'.
   e. NiinakanítWI tiíhi' huukaawiraátA.

LESSON 28

More Non-Singular Active Verbs: Dual Forms

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Haá'Ax ka naraanoóku' haaNUtkúsu'?	'Is your father singing the Lodge Grass society song?'
Kaakí', tiraanoóku' kaáka'. Atípa' na tiWIsíRIš šitiraanoóku' haaNUtkúsu'.	'No, he is singing the Crow song. My grandfather and my uncle are singing the Lodge Grass society song.'

+ŠuuNUxwakunaasíhtš saNIšíni'.

1. Haá'Ax ka naraanoóku' WIšó'Iš?
2. Ápa' ka naraanoóku' kaáka'?
3. AWIsíRIš na ápa' kA šinaraanoóku'?

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

haaNUtkúsu'	'Lodge Grass society'
haaNUtkoótu'	'Dead Grass society'
sápat	'woman'
xunáNIš	'soldier'
suúnatš	'girl'
wiítA	'man'
piiraá'u'	'baby'
wiináxtš	'boy'
piirátš	'children'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. The boy and his grandfather are singing the Lodge Grass society song.
   b. The woman and the girl are sleeping.
   c. The children (du.) are talking.
   d. The man and the soldier are fighting.
   e. The baby and the boy are crying.
   f. His uncle and his father are singing the Dead Grass society song.

2. Šuxwaáko' saNIštaakAhníni'. ŠuuNUxtaniíno' saNIšíni'.

   a. XunáNIš šitiraanoóku' haaNUtkúsu'.
   b. Sápat na piiraá'u' šitičíkAt.
   c. Piirátš šitiraanoóku' haaNUtkoótu'.
   d. Suúnatš na wiítA šitiwaaWIhtiíku'.
   e. Piiraá'u' na suúnatš šititkáwa.
   f. WiítA na šáxti' šitičiikaáhu' tskaatít.

GRAMMAR AND SENTENCE PATTERNS

1. Arikara non-singular verbs in the 1st person are divided into two categories: inclusive and exclusive. For example,

a.	tsihwaaWIhtiíku'	'you (the person spoken to) and I are talking'
b.	šitAtwaaWIhtiíku'	'he (someone other than the person spoken to) and I are talking'

In _a_ the person spoken to is included. This is the _inclusive_ form.

In _b_ the person spoken to is not included; he is excluded. This is the _exclusive_ form.

2. Study the elements of these verb forms:

a.	tsihwaaWIhtiíku'	'we (you and I) are talking'
	t + sih + waaWIhtiíku'	
	t (ta) + sih (sin)	indicative prefix; 1st person dual inclusive prefix
	waaWIhtiíku'	verb stem
b.	tsiiNItkáwa	'we (you and I) are sleeping'
	t + sin + Itká + wa	
	t (ta) + sin	indicative prefix; 1st person dual inclusive prefix
	Itká (itka)	verb stem
	wa	distributive suffix

c.

tsiinapáku'	'we (you and I) are fighting'
t + sin + apáku'	
t (ta) + sin	indicative prefix, 1st person dual inclusive prefix
apáku'	verb stem

Summary: t + sin is the 1st person dual inclusive marker for the indicative mode.

ši, the dual subject marker, is not used in the inclusive form.

d.

šitAtwaaWIhtiíku'	'we (he and I) are talking'
ši + tA + t + waaWIhtiíku'	
ši	dual subject prefix
tA	indicative prefix
t	1st person subject pronoun prefix
waaWIhtiíku'	verb stem

e.

šitaatItkáwa	'we (she and I) are sleeping'
ši + taa + t + Itká + wa	
ši	dual subject prefix
taa	indicative prefix
t	1st person subject pronoun prefix
Itká (itka)	verb stem
wa	distributive suffix

f.

šitaatapáku'	'we (he and I) are fighting'
ši + taa + t + apáku'	
ši	dual subject prefix
taa	indicative prefix
t	1st person subject pronoun prefix
apáku'	verb stem

Summary: The exclusive form of the verb is not marked. Only the inclusive form is marked.

ši, the dual subject marker, is used with the exclusive form of the verb.

SPOKEN AND WRITTEN SOUNDS

More Sound Changes

1. Look at this word and its parts. Note the underlined letters.

a. tsihwaaWIhtiíku' - is made up of t + sin + waaWIhtiíku'

In this word, n comes before w. Then n becomes h.

*When n comes before w, n becomes h.

2. Look at these words and their parts. Note the underlined letters.

a. tsihčiikaáhu' - is made up of t + sin + čiikaáhu'

b. tsihčíkAt - is made up of t + sin + číkAt

In these words, n comes before č. Then n becomes h.

*When n comes before č, n becomes h.

To Review

n becomes h before w and č and also before k, p, t.

WHICH SUBJECT PERSON?

When you translate English sentences that combine noun and pronoun subjects into Arikara sentences, how do you decide which subject person to use: 1st, 2nd or 3rd? For example:

a. Dave and I
b. you and Dave
c. you, Dave and I
d. Dave and John
e. he and Dave

Follow these suggestions:

If the subject group contains...	it will take some form of...	as in...
I	1st person	a. Dave and I c. you, Dave, and I
you without I	2nd person	b. you and Dave
neither you nor I	3rd person	d. Dave and John e. he and Dave

Practice

1. Complete the chart. Write the elements in the appropriate columns for the Arikara verb forms listed in the first column. Not every column will be filled.

Verb Form	dual subj. prefix	dual incl. prefix	indicative prefix	subj. pro.	verb stem	English equiv.
tsiiNItkáwa						
šitaatIkáwa						
tsihwaaWIhtiíku'						
šitAtwaaWIhtiíku'						
tsinaanoóku'						
tsihčiikaáhu'						
šitAtčiikaáhu'						
tsihčíkAt						
šitAtčíkAt						
tsiinapáku'						
šitaatapáku'						

2. Tiče no’ nakuwaákA saNIšíni’?

a. You and I are drinking.
b. His uncle and I are fighting.
c. You and I are sleeping.
d. My grandmother and I are talking.
e. You and I are singing.
f. Mary and I are crying.
g. You and I are fighting.
h. John and I are singing.
i. You and I are crying.
j. My mother and I are sleeping.
k. My father and I are drinking.
l. You and I are talking.

3. Tiče no’ nakuwaákA saNIštaakAhníni’?

a. ŠitaatItkáwa.
b. Tsihčiikaáhu’.
c. ŠitAtwaaWIhtiíku’.
d. Tsiinapáku’.
e. ŠitAhnaanoóku’.
f. TsihčíkAt.
g. TsiiNItkáwa.
h. ŠitAtčiikaáhu’.
i. TsihwaaWIhtiíku’.
j. Šitaatapáku’.
k. Tsinaanoóku’.
l. ŠitAtčíkAt.

NOTE: See also Verb Charts at the back of the book.

TEST YOURSELF

1. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

a. You and Bob are singing.
b. Susie and her grandmother are sleeping.
c. You and I are talking.
d. Marion and I are crying.
e. They (du.) are drinking.
f. John and I are fighting.

2. Match the Arikara terms in Column A with their English equivalents in Column B.

A

________ 1. nesčíri

________ 2. sápat

________ 3. kaáka'

________ 4. xunáNIš

________ 5. taróxpa

________ 6. suúnatš

________ 7. čiWIhákUx

________ 8. wiítA

________ 9. haaNUtkoótu'

________10. hirúškA

________11. piiraá'u'

________12. Axtáwi'Iš

________13. wiináxtš

________14. čiikaá'Ux

________15. haaNUtkúsu'

________16. neekakUxpíNUx

________17. piirátš

________18. čištItkaáka'

________19. naawiinúkukUx

________20. WIšó'Iš

B

a. Crow song

b. Crowshin society

c. Victory song

d. Round dance

e. Taroxpa society

f. Kick dance

g. Wolf Way song

h. War dance society

i. War dance

j. Doorway song

k. Praising song

l. Lodge Grass society

m. woman

n. Dead Grass society

o. man

p. children

q. soldier

r. baby

s. boy

t. girl

3. Šuxwaáko' saNIštaakAhníni'.

a. ŠitAxtaanoóku'.

b. TsiiNItkáwa.

c. ŠitičíkAt.

d. Šitaatapáku'.

e. Tsihčiikaáhu'.

f. ŠitiwaaWIhtiíku'.

ANSWERS

Conversation

1. Kaakí', atí'Ax tiraanoóku' kaáka'.
2. Kaakí', atípa' tiraanoóku' haaNUtkúsu'.
3. Heé', šitiraanoóku' haaNUtkúsu'.

LESSON 29

More Non-singular Active Verbs: Plural Forms

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

TUsakuú'U šakuuNAsšteehuúnu'.	'The day is Thanksgiving Day.'
TUsakuú'U psičipiriínu'.	'The day is New Year's Day.'
TUsakuú'U ataawiriwaaríkUx.	'The day is Memorial Day.'
TUsakuú'U nipiiwaáNIš	'The day is Easter.'

Practice

1. ŠuuNUxwakunaasíhtš saNIšíni'.

   a. What day is it?
   b. The day is Easter
   c. The day is New Year's Day.
   d. The day is Thanksgiving Day.
   e. The day is Memorial Day.

2. ŠuuNUxwakunaasíhtš saNIštaakAhníni'.

   a. Tičé weNUsakuú'U?
   b. TUsakuú'U psičipiriínu'.
   c. TUsakuú'U šakuuNAsšteehuúnu'.
   d. TUsakuú'U nipiiwaáNIš.
   e. TUsakuú'U ataawiriwaaríkUx.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

wiiteešútš	'young man'
suúnaaxu'	'young woman'
súxtIt	'old lady'
kuNAhúx	'old man'
waapIsštaweéšUx	'blacksmith'
hirúskA	'war dancer'
kunaananá	'doctor'
naNAhčiiwaaká'Ux	'carpenter'
nawáxtš	'clown'
waká'u'	'captive'
paatúh	'enemy'

Practice

†1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. The young man and his grandfather are singing the Victory song.
- b. The old lady and the young woman are sleeping.
- c. The blacksmith and the carpenter are talking.
- d. The war dancer and the clown are fighting.
- e. The baby and the boy are crying.

†2. Šuxwaáko' saNIštaakAhníni'.

- a. Waká'u' šitiraanoóku' hirúškA.
- b. SúxtIt na kuNAhúx šitičíkAt.
- c. Paatúh šiteepáku'.
- d. Wiiteešúts̆ na nawáxts̆ šitiwaaWIhtiíku'.
- e. Kunaananá na waapIsštaweéšUx šititkáwa.
- f. HirúškA na suúnaaxu' šitičiikaáhu' tskaatít.

GRAMMAR AND SENTENCE PATTERNS

1. The plural verb form in Arikara indicates three or more people or things. In contrast, the dual verb form indicates only two people or things. To repeat the examples given in Lesson 26:

The Arikara equivalent of 1st person non-singular 'we are talking' can be:

dual	tsihwaaWIhtiíku'		'you and I (du.) are talking'
		or	
plural	tataraapaaWIhtiíku'		'all of you and I (pl.) are talking'

The Arikara equivalent of 2nd person non-singular 'you are talking' can be:

dual	šitAxwaaWIhtiíku'		'you two (du.) are talking'
		or	
plural	tAxtapaaWIhtiíku'		'all of you (pl.) are talking'

The Arikara equivalent of 3rd person non-singular 'they are talking' can be:

dual	šitiwaaWIhtiíku'		'those two (du.) are talking'
		or	
plural	tihwaaWIhtiíku'		'those three or more (pl.) are talking'

2. Study the word parts or elements of these plural verb forms in the second and third persons:

a. tAxtAhnaanoóku'	'you (pl.) are singing'
tA + x + tAh + naanoóku'	
tA	indicative prefix
x	subject pronoun prefix
tAh (raak)	plural prefix
naanoóku' (raanoóku')	verb stem

b. tAxtapaaWIhtiíku'	'you (pl.) are talking'
tA + x + ta + paaWIhtiíku'	
ta	indicative prefix
x	subject pronoun prefix
ta (raak)	plural prefix
paaWIhtiíku' (waaWIhtiíku')	verb stem

Summary: raak is a plural word part for 2nd person. It is inserted into the verb form rather than added as a prefix.

c. t^{i}naanoóku'	'they (pl.) are singing'
ti + naanoóku'	
ti (ti + in)	indicative prefix plural prefix
naanoóku' (raanoóku')	verb stem

d. tihwaaWIhtiíku'	'they (pl.) are talking'
ti + h + waaWIhtiíku'	
ti	indicative prefix
h (in)	plural prefix
waaWIhtiíku'	verb stem

Summary: in is a 3rd person plural prefix.

SPOKEN AND WRITTEN SOUNDS

More Sound Changes

1. Look at this word and its parts. Note the underlined letters.

tAxtapaaWIhtiíku' - is made up of ta + x + raak + waaWIhtiíku'

In this word, the original sound was k followed by w.
When w comes after k, w changes to p. Then k is dropped
because it comes before p.

*k + w becomes p.

2. Look at this word and its parts. Note the underlined letters.

tAxtačiikaáhu' - is made up of ta + x + raak + čiikaáhu'

In this word, the original sound was k followed by č.

*When k comes before č, k is dropped.

3. Look at these words and their parts. Note the underlined letters.

tAxtAhnaanoóku' - is made up of ta + x + raak + raanoóku'
tAxtaNAhčíkAt - is made up of ta + x + raak + raan + číkAt

In these words, the original sound is k followed by r.

*When r comes after k, r becomes n.

4. Look at this word and its parts. Note the underlined letters.

tAxtAhnaanoóku' - is made up of ta + x + raak + raanoóku'

In this word, as shown in Number 3, r changes to n.

*When k comes before n, k changes to h.

5. Look at this word and its parts. Note the underlined letters.

tAxtaNAhčíkAt - is made up of ta + x + raak + raan + číkAt

In this word, as shown in 3, r changes to n.
Then, as shown in 4, k changes to h.

*Then, as shown in Lesson 16, when h comes before a voiceless n and a vowel, h is dropped.

6. Look at this word and its parts. Note the underlined letters.

t^{i}naanoóku' - is made up of ti + in + raanoóku'

In this word, the original sound was n followed by r.
When n comes before r, n changes to n. Then n + n become n.

*Thus, nr becomes n.

7. Look at these words and their parts. Note the underlined letters.

tAxtaakapáku' - is made up of ta + x + raak + apáku'
tAxtaakItkáwa - is made up of ta + x + raak + Itká + wa
tAxtAhnaanoóku' - is made up of ta + x + raak + raanoóku'

In these words, the original sound was x followed by r.

*When r comes after x, r becomes t.

Review

1. k + w becomes p.
2. When k comes before č, k is dropped.
3. When r comes after k, r becomes n.
4. When k comes before n, k changes to h.
5. nr becomes n.
6. When r comes after x, r becomes t.

Practice. Complete the chart.

Verb Form	Indicative Marker	Subj. Pronoun	Plural Marker	Verb Stem	English Equiv.
tAxtaakItkáwa					
tiiNItkáwa					
tAxtapaaWIhtiíku'					
tihwaaWIhtiíku'					
tAxtAhnaanoóku'					
t^{i}naanoóku'					
tAxtačiikaáhu'					

Verb Form	Indicative Marker	Subj. Pronoun	Plural Marker	Verb Stem	English Equiv.
tihčiikaáhu'					
tAxtaakapáku'					
tiinapáku'					
tAxtaNAhčíkAt					
tiRAhčíkAt					

NOTE: See also Verb Charts at the back of the book.

TEST YOURSELF

1. Tiče̋ no' nakuwaákA saNIšíni'?

   a. blacksmith
   b. Thanksgiving Day
   c. captive
   d. young woman
   e. Memorial Day
   f. enemy
   g. old lady
   h. Easter
   i. clown
   j. old man
   k. doctor
   l. New Year's Day
   m. war dancer
   n. young man
   o. carpenter
   p. soldier

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. Susie and the girl are singing.
   b. You, John, and Mary are talking.
   c. You and your grandmother are crying.
   d. Bill, his mother, and his father are drinking coffee.
   e. Your uncle and you are sleeping.
   f. Jim, his father, and you are fighting.

3. Šuxwaáko' saNIštaakAhníni'.

   a. TAxtaNAhčíkAt.
   b. Šitaaxapáku'.
   c. T^{i}naanoóku'.
   d. ŠitiwaaWIhtiíku'.
   e. Šitiččiikaáhu'.
   f. TAxtaakItkáwa.

ANSWERS

Vocabulary

1. a. Wiiteešútš na ipáhni' šitiraanoóku' čiWIhákUx.
   b. SúxtIt na suúnaaxu' šititkáwa.
   c. WaapIsštaweéšUx na naNAhčiiwaaká'Ux šitiwaaWIhtiíku'.
   d. HirúškA na nawáxtš šiteepáku'.
   e. Piiraá'u' na wiináxtš šitičíkAt.

2. a. The captives are singing a war song.
   b. The old lady and the old man are crying.
   c. The two enemies are fighting.
   d. The young man and the clown are talking.
   e. The doctor and the blacksmith are sleeping.
   f. The war dancer and the young woman are drinking coffee.

LESSON 30

More Non-Singular Active Verbs: Plural Forms

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

A.	Čukú ná'At John?	'Where is John?'
	TiíkUx tiihá'I.	'He is (sitting) here.'
	TiíkUx nuuhá'I.	'He is (sitting) there.'
	TeéRIt tiihá'I.	'He is (standing) here.'
	Tiišá tiihá'I.	'He is (lying) here.'
B.	Ka xáx nakaákUx?	'Is your mother at home?'
	Heé', at^{i}ná' tikaákUx.	'Yes, my mother is at home.'

NOTE: In Lesson 25 you learned that the verb roots xA and kUx are used to describe the shape and/or position of various objects such as a knife, apple, pencil, or can. xA means 'lies' and is used to describe an object that is long and slender; for example, a knife. kUx means 'sits' and is used to describe an object that is not long and slender; for example, an apple.

These verbs are also used to describe the position of people:

xA means 'lying' as in tiišá

kUx means 'sitting' as in tiíkUx

aRIt means 'standing' as in teéRIt

These verbs must be used when referring to a person. See the sentences above.

Practice

1. Tiče no' nakuwaákA saNIšíni'?

a. He is sitting here.
b. Where is she?
c. He is here.
d. He is standing there.
e. He is at home.
f. She is lying here.
g. Is she at home?
h. He is there.

2. Tiča no' nakuwaákA saNIštaakAhníni'?

a. TikaákUx.

b. TeéRIt tiihá'I.

c. Čukú ná'At?

d. Tiišá nuuhá'I.

e. Ka nakaákUx?

f. TiíkUx tiihá'I.

Use these sentence patterns with kinship terms you have already learned. Study these examples.

Atíka' čukú ná'At?	'Where is my grandmother?'
Áka' teéRIt tiihá'I.	'Your grandmother is (standing) here.'
Áka' tiíkUx tiihá'I.	'Your grandmother is (sitting) here.'
Atíka' ka nakaákUx?	'Is my grandmother at home?'
Áka' tikaákUx.	'Your grandmother is at home.'

Expand these sentence patterns to include verbs learned in earlier lessons. Study these examples.

Atíka' títka tiihá'I.	'My grandmother is sleeping here.'
Hi'áxti' tiwaaWIhtiíku' nuuhá'I.	'His father is talking there.'
AWIsíRIš tiraanoóku' tiihá'I.	'Your uncle is singing here.'
Xáx tičíkAt nuuhá'I.	'Your mother is crying there.'
John hi'áxti' tiraanoóku' tiihá'I.	'John's father is singing here.'
Bill tičiikaáhu' tskaatít nuuhá'I.	'Bill is drinking coffee there.'
At^{i}ná' tiRAxwé' xúhtš tiihá'I.	'My mother is looking for the shoe here.'
Jim tiroóku' xúhtš nuuhá'I.	'Jim is making a shoe there.'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

	my	your	his/her
wife	natiiNAhtakú'U	NAxiiNAhtakú'U	naahtakú'U
husband	nikohtakú'U	naahtakú'U	neeNAhtakú'U
child	natihnaá'U	NAxihnaá'U	NAhaá'U
grandchild	at^{i}náts̆	anátš	iNAhnítš

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

    a. His wife is crying there.
    b. My child is sleeping here.
    c. Where is your grandchild?
    d. My husband is sitting there.
    e. Is your wife at home?
    f. His child is sitting here.
    g. My grandchild is at home.
    h. Her husband is drinking tea there.
    i. Where is his grandchild?
    j. Your child is singing here.
    k. My wife is making a dress there.
    l. Her husband is looking for a belt here.

2. Šuxwaáko' saNIštaakAhníni'.

    a. NAxihnaá'U ti'á tiihá'I.
    b. Naahtakú'U títka nuuhá'I.
    c. Nikohtakú'U čukú ná'At?
    d. At^{i}nátš tiraanoóku' tiihá'I.
    e. NAxiiNAhtakú'U tiíkUx nuuhá'I.
    f. NAhaá'U ka nakaákUx?
    g. Anatš tičiikaáhu' tstoóxu' tiihá'I.
    h. NatiiNAhtakú'U tiroóku' uukawikúsu' nuuhá'I.
    i. INAhnítš tičíkAt tiihá'I.
    j. Naahtakú'U tiRAxwé' nanihkaroókUx nuuhá'I.
    k. Natihnaá'U tikaákUx nuuhá'I.
    l. NeeNAhtakú'U tiwaaWIhtiíku' tiihá'I.

GRAMMAR AND SENTENCE PATTERNS

1. As in the dual verb forms, the 1st person non-singular plural forms are divided into two categories: inclusive and exclusive. Study these examples:

tataraapaaWIhtiíku'	'all of you and I are talking' or 'he, you and I are talking'
tAhnapaaWIhtiíku'	'all of them and I are talking'

In the first example, the person spoken to is included in the group. This is the inclusive form. In the second example, the person spoken to is not included in the group; he is excluded. This is the exclusive form.

4

2. Study the analyses of these Arikara verbs.

a. tataraahnaanoóku'	'all of you and I are singing'
ta + t + a + raah + naanoóku'	
ta	indicative prefix
t	1st person subject prefix
a	plural inclusive prefix
raah (raak)	plural prefix
naanoóku' (raanoóku')	verb stem

b. tataraačiikaáhu'	'all of you and I are drinking'
ta + t + a + raa + čiikaáhu'	
ta	indicative prefix
t	1st person subject prefix
a	plural inclusive prefix
raa (raak)	plural prefix
čiikaáhu'	verb stem

Summary: a is the plural inclusive marker.
raak is a plural marker.

c. tAhnačiikaáhu'	'all of them and I are drinking'
tA + h + na + čiikaáhu'	
tA	indicative prefix
h (t)	1st person subject prefix
na (raak)	plural prefix
čiikaáhu'	verb stem

d. tAhnaakapáku'	'all of them and I are fighting'
tA + h + naak + apáku'	
tA	indicative prefix
h (t)	1st person subject prefix
naak (raak)	plural prefix
apáku'	verb stem

Summary: The exclusive form of the verb is not marked. Only the inclusive form is marked. raak is a plural marker.

3. Practice

Complete the chart. Write the elements in the appropriate columns for the Arikara verb forms listed in the first column. Not every column will be filled.

Verb Form	Indicative Prefix	Subj. Prefix	Inclusive Prefix	Plural Prefix	Verb Stem	English Equiv.
tataraakItkáwa						
tAhnaakItkáwa						
tataraapaaWIhtiíku'						
tAhnapaaWIhtiíku'						
tataraačiikaáhu'						
tAhnačiikaáhu'						
tataraakapáku'						
tAhnaakapáku'						

4. This chart of the dual and plural word elements summarizes their use in active intransitive verbs.

A. Dual Word Elements

word element	used in _______ person
ši + ta + t	1st exclusive
t + sin	1st inclusive
ši + ta + x	2nd
ši + ti	3rd

B. Plural Word Elements

word element	used in ________ person
ta t raak	1st exclusive
ta t a raak	1st inclusive
ta x raak	2nd
ti in	3rd

NOTE: There are 8 non-singular forms for each verb in Arikara.

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. All of you and I are sleeping.
   b. All of them and I are drinking.
   c. Jim, you, and I are talking.
   d. Pete, Tom, and I are fighting.
   e. Your grandmother, my mother, and I are sleeping.
   f. All of you and I are drinking.
   g. His uncle, your father, and I are talking.
   h. You, Harry, and I are fighting.

2. Šuxwaáko' saNIštaakAhníni'.

   a. Tataraakapáku'.
   b. TAhnapaaWIhtiíku'.
   c. Tataraačiikaáhu'.
   d. TataraapaaWIhtiíku'.
   e. TAhnaakapáku'.
   f. TataraakItkáwa.
   g. TAhnačiikaáhu'.
   h. TAhnaakItkáwa.

NOTE: See also Verb Charts at the back of the book.

WRITTEN AND SPOKEN SOUNDS

Review

You have learned a few of the many sound changes that take place when Arikara word parts are put together to form new words. Now practice these:

When r comes after k, t, or n, r changes to n.
When k comes before n, k changes to h.
When t comes before n, t changes to h.
When n comes before n, nn changes to n.

Practice

†1. Combine each set of elements into a complete word. Change the sounds according to the rules listed above.

a. ta + t + a + raak + raanoóku' ______________________

b. ta + t + raak + itká + wa ______________________

c. ti + in + raanoóku' ______________________

†2. Separate each word into the basic elements. Follow the rules listed above to rewrite as the original sounds.

a. šitAhnaanoóku' ______________________

b. tAxtaNAhčíkAt ______________________

c. tAhnaNAhnaanoóku' ______________________

TEST YOURSELF

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. Dan, you, and I are fighting.
   b. Susie, Mary, and their mother are sleeping.
   c. Ron, Ed, and I are talking.
   d. Bob, you, and I are drinking.

2. Šuxwaáko' saNIštaakAhníni'.

   a. TihwaaWIhtiíku'.
   b. TAxtačiikaáhu'.
   c. TAhnaakItkáwa.
   d. Tiinapáku'.

3. For each series of kinship terms, underline the word that names the same person as the first word.

EXAMPLE: atíka':	xáx	hi'áxti'	ikaáni'
a. naahtakú'U:	NAxihnaá'U	natiiNAhtakú'U	iNAhnítš
b. natihnaá'U:	NAhaá'U	at^{i}nátš	NAxiiNAhtakú'U
c. neeNAhtakú'U:	natiiNAhtakú'U	anátš	naahtakú'U
d. iNAhnítš:	naahtakú'U	natihnaá'U	at^{i}nátš

4. ŠuuNUxwakunaasíhtš saNIšíni'.

a. NAxiiNAhtakú'U čukú ná'At? (sitting here)
b. INAhnítš ka nakaákUx? (at home)
c. Natihnaá'U čukú ná'At? (sleeping there)
d. Naahtakú'U ka nakaákUx? (is here)

ANSWERS

Written and Spoken Sounds

1. a. tataraahnaanoóku'
   b. tAhnaakItkáwa
   c. t^{i}naanoóku'

2. a. ši + ta + t + raanoóku'
   b. ta + x + raak + raan + číkAt
   c. ta + t + raak + raan + raanoóku'

LESSON 31

More Non-Singular Active Verbs: Individualizing Plural

CONVERSATION

Witiišuxtii'Uxísto' nakuwaákA t^{i}naroósI saNIšíni'.

Čukú načootšáka?	'Where is the church?'
Nuuhá'I tičootšáka.	'The church is over there.'
NikuteekAhčiišawataá'A.	'It's the white building.'
Ka naáka kUxIhaáhnini'?	'Is it (the building) on the left?'
Heé', nikuteéka kUxIhaáhnini'.	'Yes, it's on the left.'

VOCABULARY

Tičé no' nakuwaákA saNIšíni'?

NiiniiNAhnačištaroóku	'barbershop'
naapIhúxu'	'store'
nohkaroókUx	'courthouse'
niinanuunakaáWI John	'John's house'
akanaanataá'u'	'earth lodge'
akAhčiišawataan (teekAhčiišawataá'A)	'to be a white building; to be a white home (it's the white building)'
akAhtaree'uux (teekAhtaree'úx)	'to be a blue building; to be a blue home (it's the blue building)'
wihka'uuxíni'	'on the right'
kUxIhaáhnini'	'on the left'

NOTE: The Arikara equivalent of the English words 'church', 'school', and 'house' are not nouns. They must be learned in the context of the sentences at this time. Use them only in the sentences presented here. Do not try to work them into other patterns.

Use the vocabulary in these sentences.

Wihka'uuxíni' nikutičootšáka.	'The church is on the right.'
KUxIhaáhnini' nikuteéka naapIhúxu'.	'The store is on the left.'
Wihka'uuxíni' nikuteéka niiniiNAhnačištaroóku.	'The barbershop is on the right.'
KUxIhaáhnini' nikuteéka nohkaroókUx.	'The courthouse is on the left.'
Wihka'uuxíni' nikuteéka piirataápo'Iš.	'The school is on the right.'

NOTE: The pattern for all the buildings, except 'church', is the same. Learn to say, read, and write '_____is on the right.' and '_____is on the left.' for all the buildings used in the CONVERSATION sentences.

Practice

1. Šuxwaáko' saNIšíni'.

   a. The store is on the right.
   b. The school is on the left.
   c. The barbershop is on the left.
   d. The church is on the right.
   e. The courthouse is on the right.

2. Šuxwaáko' saNIštaakAhníni'.

   a. Wihka'uuxíni' nikuteéka piirataápo'Iš.
   b. KUxIhaáhnini' nikuteéka naapIhúxu'.
   c. Wihka'uuxíni' nikuteéka niiniiNAhnačištaroóku.
   d. KUxIhaáhnini' nikuteéka nohkaroókUx.
   e. Wihka'uuxíni' nikutičootšáka.

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. The store is over there.
   b. Where is the building?
   c. The courthouse is over there.
   d. Where is John's house?
   e. The earth lodge is on the right.
   f. It's the blue building.
   g. Where's Mary's house?

4. Šuxwaáko' saNIštaakAhníni'.

a. Heé' nikuteéka kUxIhaáhnini'.

b. Čukú naáka naapIhúxu'?

c. Ka naáka kUxIhaáhnini'?

d. TeekAhčiišawataá'A.

e. Čukú akanaanataá'u'?

f. TeekAhtaree'úx.

g. Čukú načootšáka?

GRAMMAR AND SENTENCE PATTERNS

1. Study the analyses of these Arikara verbs.

a. tAxtaNAhčíkAt	'you (pl.) are crying'
tA + x + ta + NAh + číkAt	
tA	indicative prefix
x	2nd person subject pronoun prefix
ta (raak)	plural prefix
NAh (raan)	plural prefix
číkAt	verb stem

Summary: *raan* is a plural word part. It is used together with *raak* in some verbs.

b. tiRAhčíkAt	'they (pl.) are crying'
ti + RAh + číkAt	
ti	3rd person indicative prefix
RAh (raan)	plural prefix
číkAt	verb stem

Summary: *raan* is used in place of *in* as a 3rd person plural word part.

c. tataraaNAhčíkAt	'all of you and I are crying'
ta + t + a + raa + NAh + číkAt	
ta	indicative prefix
t	1st person subject pronoun prefix
a	plural inclusive prefix
raa (raak)	plural prefix
NAh (raan)	individualizing plural prefix
číkAt	verb stem

d. tAhnaNAhčíkAt	'all of them and I are crying'
tA + h + na + NAh + číkAt	
tA	indicative prefix
h (t)	1st person subject pronoun prefix
na (raak)	plural prefix
NAh (raan)	individualizing plural prefix
číkAt	verb stem

e. TAhnaNAhnaanoóku'	'all of them and I are crying'
tA + h + na + NAh + naanoóku'	
tA	indicative prefix
h (t)	1st person subject pronoun prefix
na (raak)	plural prefix
NAh (raan)	individualizing plural prefix
naanoóku' (raanoóku')	verb stem

Summary: raan is a plural word part used with 1st, 2nd, or 3rd person verbs.

NOTE: raan is used with verbs which describe activities involving individuals acting separately. In contrast, raak (by itself) is used with verbs which describe activities involving individuals generally acting together as a group. raan is described as an 'individualizing plural' prefix.

Thus, raan gives information in addition to the basic plural prefix raak. Some verbs will require only raak in their plural forms. Other verbs will require BOTH raak and raan. There is no rule to apply. As you study each verb, you will learn how to form its plural.

2. Complete this chart. Write the elements in the appropriate columns for the Arikara verb forms listed in the first column. Not all the columns will be filled.

Verb Form	Indicative Prefix	Subject Pronoun Prefix	Plural Incl. Prefix	Plural Prefix	Individ. Plural Prefix	Verb Stem	Eng. Equiv.
tataraahnaanoóku'							
tAhnaNAhnaanoóku'							
tAxtAhnaanoóku'							
t^{i}naanoóku'							
tataraaNAhčíkAt							
tAhnaNAhčíkAt							
tAxtaNAhčíkAt							
tiRAhčíkAt							

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. You, Ben, and I are singing.
b. My mother, my grandmother, and Mary are crying.
c. You, Tim, and my father are singing.
d. Joyce, Tim, and I are crying.
e. My husband, his father, and my grandchild are singing.
f. All of you (pl.) are crying.
g. His wife, your child, and I are singing.
h. Her grandchild, my child, and your wife are crying.

4. Šuxwaáko' saNIštaakAhníni'.

a. TAxtaNAhčíkAt.
b. T^{i}naanoóku'.
c. TataraaNAhčíkAt.
d. TAhnaNAhnaanoóku'.
e. TiRAhčíkAt.
f. TAxtAhnaanoóku'.
g. TAhnaNAhčíkAt.
h. Tataraahnaanoóku'.

5. This chart summarizes the use of the individualizing plural prefix in active transitive verbs.

Person	used with: čikAt čiikaahu'	used with: waaWIhtiiku'	used with: raanooku'	used with: apaku' itkawa
1st incl.	tataraaNAh...	tataraak...	tataraah...	tataraak...
1st excl.	tAhnaNAh...	tAhnak...	tAhnaNAh...	tAhnaa...
2nd	tAxtaNAh...	tAxtak...	tAxtAh...	tAxtaak...
3rd	tih...	tin...	tin...	tiin...

Practice

ŠuuNUxtaniíno' saNIšíni'.

1. All of you are sleeping.
2. All of us are crying.
3. All of them are talking.
4. Tom, Jim, Fred and I are singing.
5. All of you are drinking.

TEST YOURSELF

1. Match the English equivalents in Column B with the Arikara words in Column A.

A	B
_____ niiniiNAhnačištaroóku	a. it's the white building
_____ naapIhúxu'	b. John's house
_____ nohkaroókUx	c. it's the blue building
_____ niinanuunakaáWI John	d. courthouse
_____ akanaanataá'u'	e. on the left
_____ teekAhčiišawataá'A	f. on the right
_____ teekAhtaree'úx	g. barbershop
_____ wihka'uuxíni'	h. earth lodge
_____ kUxIhaáhnini'	i. store

2. Šuuxwaáko’ saNIšíni’.

   a. Your husband, your child, and I are singing.
   b. My wife, her child, and her mother are crying.
   c. You, Jim, and Tom are singing.
   d. Your grandchild, your child, you, and I are crying.
   e. All of them are crying.
   f. Ted, you, and I are singing.
   g. All of you are crying.
   h. Susie, Jack, and his mother are singing.

LESSON 32

More Non-Singular Active Verbs: Review

CONVERSATIONAL REVIEW

Tičé no' nakuwaákA saNIšíni'?

1. Do you live in Coleharbor?
   No, I live in White Shield.
   Where is White Shield?
   White Shield is to the north.
2. What is your uncle doing?
   My uncle is drinking coffee. He's cold.
   The weather is changing. It's snowing.
3. Where are you going?
   I'm going to the store.
   Where is the store?
   The store is to the right.

Tičé no' nakuwaákA saNIštaakAhníni'?

1. Tičé wekuNAxuú'Ut?

   Atíštit tatuú'Ut. TAtwó' NiineetUhčipiriíNU.

   Ka NAxiniináka NiineetUhčipiriíNU?

   Kaakí', kutat^{i}niináka NiWAharít SAhaáhkAt.

2. Čukú NAxwó'?

   TAtwó' ČítUx SAnaánu'. Tsakuunawíre.

3. Tom ipáhni' tičé wekunuú'Ut?

   AtíštIt tuú'Ut. Tom na ipáhni' šitiraanoóku' naawiinúkukUx.

VOCABULARY

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

naáNIt	'really'
šakUhčituú’	'all day'
NAtkhaahčituú’	'all night'
phiináNIt	'softly'
štóh	'again'
haáwa’	'also' (used at the end of a sentence)
hawáh	'also' (used at the beginning or in the middle of a sentence)
Axtóh	'surely, truly, certainly'
áwit	'first, formerly'
parúNIt	'quickly'

Practice

1. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

a. all day
b. also (beginning or middle of sentence)
c. really
d. certainly
e. first
f. again
g. all night
h. truly
i. also (sentence end)
j. quickly
k. formerly
l. surely
m. softly

2. Šuxwaáko’ saNIštaakAhníni’.

a. štóh
b. parúNIt
c. šakUhčituú’
d. áwit
e. naáNIt
f. phiináNIt
g. hawáh
h. Axtóh
i. NAtkhaahčituú’
j. haáwa’

Study these adverbs in the following sentence patterns.

Títka šakUhčituú’.	'He’s sleeping all day.'
Títka NAtkhaahčituú’.	'He’s sleeping all night.'
PhiináNIt tiwaaWIhtiíku’.	'He’s talking softly.'
NaáNIt tipsí’.	'It’s really cold.'

KuNAhúx tiwaaWIhtiíku’ štóh.	'The old man is talking again.'
Súxt It tiwaaWIhtiíku’ haáwa?	'The old lady is talking too.'
Áwit tAtwó’ niinanuunakaáWI John.	'I’m going to John’s house first.'
Axtóh tikuNAsá’Ux.	'I’m sure hungry.'
ParúNIt tiwaaWIhtiíku’.	'He’s talking quickly.'

Practice

1. Insert the appropriate adverb in the blank space, then translate the sentence into English.

a. TiwaaWIhtiíku’ ___________. (all night)
b. ___________ tiwa’á. (quickly)
c. ___________ tičíkAt. (softly)
d. ___________ teewí’At. (certainly)
e. ___________ tikoowí’At. (really)
f. ___________ tiraanoóku’. (first)
g. Teepáku’ _________________. (all day)
h. Tičiikaáhu’ _____________. (also)
i. TAtwó’ _________________. (also)
j. ___________ taaxaá’. (again)

†2. Šuxwaáko’ saNIšíni’. ŠuúNUxtaniíno’ saNIšíni’.

a. It’s really hot here.
b. Surely he’s talking all night.
c. They are singing softly there.
d. It’s raining. It’s also snowing.
e. I’m really hungry.
f. She’s drinking quickly.
g. Ben and his father are talking all day.

†3. Šuxwaáko’ saNIštaakAhníni’.

a. TikuNAsá’Ux štóh.
b. Hawáh Mary tičíkAt.
c. Axtóh taasuú’a’.
d. NaáNIt John teewí’At.
e. Štóh ka NAxwó’ niinanuunakaáWI Mary?
f. NAthkaahčituú’ taaxaá’.
g. Fred phiináNIt tíwaaWIhtiíku’.

GRAMMAR AND SENTENCE PATTERNS

This lesson reviews the plural and dual forms of non-singular active verbs.

1. Choose the correct verb form to fit the sentence.

a. Bill, Mary na Tom ________________ tskaatít.

tihčiikaáhu'
šitičiikaáhu'
tičiikaáhu'

b. Susie ______________ NAtkhaahčituú'.

šititkáwa
títka
tiiNItkáwa

c. Atíka' na atípa' ________________.

teepáku'
šiteepáku'
tiinapáku'

d. Piiráts̆ ____________.

šitAtčíkAt
tičíkAt
šitičíkAt

e. Don ________________ čištItkaáka'.

tAxtaanoóku'
šitiraanoóku'
tiraanoóku'

f. XunáNIš, wiítA, na wiináxtš ________________.

šitiwaaWIhtiíku'
tiwaaWIhtiíku'
tihwaaWIhtiíku'

g. NaáxU, Lena, na Pat ______________________.

tAxtaNAhčíkAt.
tAxčíkAt
šitAxcíkAt

2. Tičé no' nakuwaákA saNIšíni'?

a. All of you and I are talking.
b. You are making it.
c. Tom and the baby are sleeping.
d. I am singing.
e. She and I are crying.
f. The two of you are fighting.
g. He is drinking.
h. They and I are sleeping.
i. Both of you are talking.
j. I am crying.
k. All of them are drinking.
l. The two of them are singing.
m. You and I are drinking.
n. She is sleeping.
o. They and I are fighting.
p. He and I are fighting.
q. You are fighting.
r. You and I are sleeping.
s. Fred and you and I are drinking.
t. I am looking for it.

3. Write the Arikara equivalent for each of these sentences.

a. You, John, and I are sleeping.
b. You and I are singing.
c. John, Susie, and I are talking.
d. Lois and I are drinking.
e. Bill and I are fighting.
f. Tim and I are talking.
g. You and I are sleeping.
h. You, Ted, and I are drinking.
i. Bob and I are crying.
j. Mary, her grandmother, and I are sleeping.
k. You and I are fighting.
l. You, my uncle, and I are talking.
m. Jim, you, and I are fighting.
n. You and I are talking.
o. Your grandfather, you, and I are fighting.
p. You and I are crying.
q. My father and I are sleeping.
r. You and I are drinking.

4. Separate these verb forms into word parts. Label each part.

a. šitAtčiikaáhu'
b. tAhnaakapáku'
c. tAhnoóku'
d. šiteepáku'
e. tiRAxwé'
f. tihwaaWIhtiíku'
g. tsinaanoóku'
h. tAxtačiikaáhu'
i. šitAxčíᴋAt
j. tataraakItkáwa
k. tAxwaaWIhtiíku'

ANSWERS

Practice

2. a. NaáNIt teewirísto' tiihá'I.
b. Axtóh tiwaaWIhtiíku' NAtkhaahčituú'.
c. PhiináNIt t^{i}naanoóku' nuuhá'I.
d. Taasuú'a'. Hawáh taaxaá'.
e. NaáNIt tikuNAsá'Ux.
f. ParúNIt tičiikaáhu'.
g. Ben na hi'áxti' šitiwaaWIhtiíku' šakUhčituú'.

3. a. I'm hungry again.
   b. Mary is crying also.
   c. It sure is raining.
   d. John is really tired.
   e. Are you going to Mary's house again?
   f. It's snowing all night.
   g. Fred is talking softly.

LESSON 33

More Non-Singular Active Verbs: Transitive Verbs

CONVERSATION

Šuu NUxwakunaasíhtš saNIšíni’.

Čukú NAxwó’?	'Where are you going?'
TAtwó’ niinanuunakaáWI John.	'I’m going to John’s house.'
TAtwó’ niinaakaáWI niiniiNAhnačištaroóku.	'I’m going to the barbershop.'
TAtwó’ niinaakaáWI naapIhúxu’.	'I’m going to the courthouse.'
TAtwó’ niinačootšakaáWI.	'I’m going to the church.'
TAtwó’ niinaakaáWI piirataápo’Iš.	'I’m going to the school.'

Practice

1. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

    a. I’m going to the store.
    b. I’m going to the school.
    c. I’m going to John’s house.
    d. I’m going to the courthouse.
    e. I’m going to the church.
    f. I’m going to the barbershop.
    g. Where are you going?

2. Šuxwaáko’ saNIštaakAhníni’.

    a. TAtwó’ niinaakaáWI nohkaroókUx.

    b. TAtwó’ niinaakaáWI piirataápo’Iš.

    c. Čukú NAxwó’?

    d. TAtwó’ niinaakaáWI niiniiNAhnačištaroóku.

    e. TAtwó’ niinanuunakaáWI atípa’.

    f. TAtwó’ niinaakaáWI naapIhúxu’.

    g. TAtwó’ niinačootšakaáWI.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA saNIšíni'.

skúna'A	'cushion; pillow'
naawiNAhiítu'	'quilt'
haakAxtáwa	'table'
haáku'	'box'
xáwas	'ball'
piirapIskhuúnu'	'doll'
saapiraaniwóx	'wagon'
naničitAha'iwóx	'bobsled'
nakuuhuúnu'	'boat'
kataroópi'Iš	'automobile'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. I'm making a doll.
   b. He's looking for a wagon.
   c. I'm looking for a ball.
   d. You're making a bobsled.
   e. You're looking for a quilt.
   f. He's making a boat.
   g. She's looking for an automobile.
   h. I'm making a cushion.

2. Šuxwaáko' saNIštaakAhníni'.

   a. Tiroóku' nakuuhuúnu'.
   b. TAhnoóku' naawiNAhiítu'.
   c. TiRAxwé' xáwas.
   d. TAxtoóku' skúna'A.
   e. TiRAxwé' kataroópi'Iš.
   f. TaNAxwé' haakAxtáwa.
   g. Tiroóku' haáku'.
   h. TAhnoóku' haakAxtáwa.
   i. TAxtoóku' piirapIskhuúnu'.

GRAMMAR AND SENTENCE PATTERNS

1. You have learned non-singular dual and plural verb forms for intransitive verbs; for example,

'You and I are talking'	tsihwaaWIhtiíku'
'they are drinking'	tihčiikaáhu'
'all of you are singing'	tAxtAhnaanoóku,

These verbs do not require objects to complete the meaning. They are intransitive verbs.

1

Transitive verbs, for example,

'you and I are making it' tsinoóku'

'they are looking for it' šitiRAxwé'

require an object to complete the meaning. The object in English is the pronoun it. There is no separate Arikara object because the meaning is included in the verb stem. Since these are transitive verbs, the non-singular forms do not follow the same pattern found in most non-singular intransitive forms.

2. Look at these verb forms.

a. 'to be looking for it'

	dual	plural
1st person inclusive	tsiNAxwé'	šitsiNAxwé'
1st person exclusive	šitaNAxwé'	šitaNAxwé'
2nd person	šitAxtAxwé'	šitAxtAxwé'
3rd person	šitiRAxwé'	šitiNAxwé'

b. 'to be making it'

	dual	plural
1st person inclusive	tsinoóku'	šitsinoóku'
1st person exclusive	šitAhnoóku'	šitAhnoóku'
2nd person	šitAxtoóku'	šitAxtoóku'
3rd person	šitiroóku'	šit^{i}noóku'

Observe that for two persons, the dual and plural forms are the same:

(1) 1st person exclusive, and

(2) 2nd person.

21.

3. Study the use of the dual prefix in these transitive verbs.

   a. ši, the dual prefix, is used in all these non-singular transitive verb forms except in the first person dual inclusive.

   b. t +sin is used in the first person dual inclusive form.

   c. ši and t + sin are used together, in that order, in the first person plural inclusive form.

   d. ti + in is used in the third person plural form.

4. Practice

   A. Complete the chart. Write the elements in the appropriate columns for the Arikara verb forms listed in the first column. Not every column will be filled.

Verb Form	indicative prefix	subject prefix	dual prefix	plural prefix	inc. prefix	verb stem	English equivalent
tsiNAxwé'							
šitsiNAxwé'							
šitaNAxwé'							
šitaNAxwé'							
šitAxtAxwé'							
šitAxtAxwé'							
šitiRAxwé'							
šitiNAxwé'							
tsinoóku'							
šitsinoóku'							
šitAhnoóku'							

Verb Form	indicative prefix	subject prefix	dual prefix	plural prefix	inc. prefix	verb stem	English equiv.
šitAhnoóku'							
šitAxtoóku'							
šitAxtoóku'							
šitiroóku'							
šit^{i}noóku'							

B. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. Susie and John are looking for it.
2. You, your grandmother, and I are making it.
3. All of you are looking for it.
4. Susie, John, and Sara are making it.
5. You and Mary are making it.
6. My mother and I are looking for it.
7. Bill and I are making it.
8. Jim, John, and I are looking for it.
9. Susie and John are making it.
10. You, my uncle, and I are looking for it.
11. All of you are making it.
12. Susie, John, and Sara are looking for it.
13. You and Mary are looking for it.
14. My grandfather and I are making it.
15. Jim and I are looking for it.
16. Bill, Ron, and I are making it.

C. Šuxwaáko' saNIštaakAhníni'.

1. ŠitAxtoóku'.
2. ŠitAxtAxwé'.
3. Šit^{i}noóku'.
4. TsiNAxwé'.
5. ŠitaNAxwé'.
6. Šitiroóku'.
7. ŠitsiNAxwé'.
8. ŠitAhnoóku'.
9. ŠitAxtAxwé'.
10. Tsinoóku'.
11. ŠitiRAxwé'.
12. Šitsinoóku'.
13. ŠitaNAxwé'.
14. ŠitAhnoóku'.
15. ŠitiNAxwé'.
16. ŠitAxtoóku'.

TEST YOURSELF

1. ŠuuNUxwakunaasíhtš saNIšíni'.

a.	Where are you going?	(to John's House)
b.	What day is it?	(Thanksgiving Day)
c.	Where is Beaver Creek?	(west)
d.	What is your grandfather doing?	(singing)
e.	What time is it?	(5:20)
f.	Where are you going?	(White Shield)
g.	How is Susie?	(cold)
h.	What day is it?	(Wednesday)
i.	How are you?	(well)
j.	What are you doing?	(drinking coffee)
k.	Where do you live?	(New Town)
l.	Where is your mother?	(sitting there)

2. Tičé no' nakuwaákA saNIštaakAhníni'?

   a. WetikoowiRItčé'.
   b. Nooxíni' na pítkUx wetiita'uúkUt.
   c. TuNAsá'Ux.
   d. Wetiihí' šakuunuukaríkAt.
   e. Taawí'At.
   f. TaatItká.
   g. Kutat^{i}niináka Wiísu' SAhaánu'.
   h. Taatačitaá'A sčiíri.
   i. Tatwó' Niškúsu'.
   j. Tí' atípa'.
   k. TUsakuú'U kawootíkUx.
   l. TAxtaanoóku' WIšó'Iš.
   m. NiineetUhkatákUx tiíhi' hunaanapsíni'.
   n. TUsakuú'U psičipiriínu'.
   o. Wihka'uuxíni' nikutičootšáka.

3. Complete this chart by writing in the correct non-singular verb forms asked for.

		1st person inclusive	1st person exclusive	2nd person	3rd person
'to be making it'	dual				
	plural				
'to be looking for it'	dual				
	plural				

LESSON 34

Colors and Gerunds

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Čukú nuutunaánu' NAxwó?	'When are you going?'
TAtwó' šakUhwaaRUxtíhkAt.	'I'm going on Sunday.'
TAtwó' šakUhčiwatáxkAt.	'I'm going on Monday.'
TAtwó' pítkUx NUsakuúNU.	'I'm going on Tuesday.'
TAtwó' táWIt NUsakuúNU.	'I'm going on Wednesday.'
TAtwó' tarihnuuwanúx NUsakuúNU.	'I'm going on Thursday.'
TAtwó' kawootíkUx NUsakuúNU.	'I'm going on Friday.'
TAtwó' čeehaanaaniikaroókUx NUsakuúNU.	'I'm going on Saturday.'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. I'm going on Monday.
   b. I'm going on Friday.
   c. I'm going on Sunday.
   d. I'm going on Saturday.
   e. When are you going?
   f. I'm going on Wednesday.
   g. I'm going on Thursday.
   h. I'm going on Tuesday.

2. Šuxwaáko' saNIštaakAhníni'.

   a. TAtwó' čeehaanaaniikaroókUx NUsakuúNU.
   b. TAtwó' pítkUx NUsakuúNU.
   c. Čukú nuutunaánu' NAxwó?
   d. TAtwó' táWIt NUsakuúNU.
   e. TAtwó' kawootíkUx NUsakuúNU.
   f. TAtwó' šakUhwaaRUxtíhkAt.
   g. TAtwó' tarihnuuwanúx NUsakuúNU.
   h. TAtwó' šakUhčiwatáxkAt.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA saNIšíni'.

nikAhtareepiínu'	'head band'
uukookunaanaxtawá	'leggings'
uukawiraáNUx	'buckskin dress'
raaNUstAhkataan	'to be yellow'
čiRAhpAhaat	'to be red'
tšuus	'to be purple'
taree'uux	'to be blue'
in...un...RAsaapeer	'to have vertical stripes'
in...un...RAsariwiš	'to have horizontal stripes'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. leggings
   b. to be yellow
   c. to have horizontal stripes
   d. to be blue
   e. head band
   f. to be red
   g. buckskin dress
   h. to have vertical stripes
   i. to be purple

2. Šuxwaáko' saNIštaakAhníni'.

   a. nikAhtareepiínu'
   b. raaNUstAhkataan
   c. in...un...RAsaapeer
   d. taree'uux
   e. čiRAhpAhaat
   f. uukawiraáNUx
   g. in...un...RAsariwiš
   h. tšuus
   i. uukookunaanaxtawá

GRAMMAR AND SENTENCE PATTERNS

1. Witiišuxtii'Uxísto' nakuwaákA t^{i}naroósI saNIšíni'.

tiraaNUstAhkataá'A	'it's yellow'	naraaNUstAhkataáNU	'the yellow one'
tičiRAhpAhaá'At	'it's red'	načiRAhpAhaátU	'the red one'
titšuú'Us	'it's purple'	natšuúsU	'the purple one'
titaree'úx	'it's blue'	nataree'uúxU	'the blue one'
tooNAsaapé	'it has vertical stripes'	nooNAsaapeéRA	'the one with vertical stripes'
tooNAsaríWIš	'it has horizontal stripes'	nooNAsaríWIš	'the one with horizontal stripes'

Practice

A. Tičé no' nakuwaákA saNIšíni'? ŠuuNUxtaniíno' saNIšíni'.

a. the blue one
b. it's red
c. the yellow one
d. it has horizontal stripes
e. it's purple
f. the one with vertical stripes
g. it's yellow
h. the purple one
i. the red one
j. it's blue
k. the one with horizontal stripes
l. it has vertical stripes

B. Tičé no' nakuwaákA saNIštaakAhníni'?

a. tooNAsaapé
b. načiRAhpAhaátU
c. tiraaNUstAhkataá'A
d. nataree'uúxU
e. nooNAsaríWIš
f. titšuú'Us
g. naraaNUstAhkataáNU
h. titaree'úx
i. nooNAsaapeéRA
j. tičiRAhpAhaá'At
k. natšuúsU
l. tooNAsaríWIš

2. Study the expressions you learned on the previous pages and compare the two for each color. Note that English adjectives, for example, words that describe color, become descriptive verbs in Arikara.

   a. The first Arikara form of each pair is a sentence. It contains a subject and a verb. For example,

      tiraaNUstAhkataá'A - 'It's yellow.'

      ti + raaNUstAhkataá'A

      ti - indicative prefix, third person subject form

      raaNUstAhkataá'A - independent form of the verb stem

      (raaNUstAhkataan) 'to be yellow'

   b. The second Arikara form of each pair is a verb form used as a noun. This form is called a gerund. For example,

      naraaNUstAhkataáNU - 'the yellow one'

      na + raaNUstAhkataáN + U

      na - gerundial prefix

      raaNUstAhkataáN - subordinate form of the verb stem

      (raaNUstAhkataan) 'to be yellow'.

      (u) U - subordinating suffix

3. Each form has a different purpose:

   a. The gerundial form is used in an Arikara phrase like,

      uukawítš naraNUstAhkataáNU 'the dress, the yellow one'

   b. The sentence form is used in Arikara in this way,

      Uukawítš tiraaNUstAhkataá'A. 'The dress is yellow.'

4. To form the gerund in Arikara:

   a. Begin with the verb stem; for example, raaNUstAhkataan

   b. Add the gerundial prefix na- naraaNUstAhkataan

   c. And add the subordinating suffix u- naraaNUstAhkataáNU

   d. Keep in mind that combining word parts usually involves changing sounds. Observe the change in the verb stem when u is added.

NOTE: All verb stems have both a *subordinate form* and an *independent form*.

Subordinate verb forms cannot be used alone in a sentence; they must be used with an independent form. Subordinate forms add a special suffix, depending on the verb. Some descriptive verbs do not take *u*. See *nooNAsaapeéRA* and *nooNAsaríWIš* in this lesson as examples.

Independent verb forms which can be used alone in a sentence do not add these special suffixes.

VERB CHART

Now that you have studied verb forms and know something about how they are formed, you are ready to learn new verbs. Verb charts similar to the one below will be introduced frequently in future lessons. Memorize the verb forms so that you can use them to build sentences.

1. Indicative Forms: 'to have it'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tAhná	tsiná	šitAhná	šitsiná	šitAhná
2nd	tAxtá	šitAxtá		šitAxtá	
3rd	tirá	šitirá		šitiná	

2. Interrogative Forms: 'to have it'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	ka NAhná	ka NAsiná	kA šiNAhná	kA šiNAsiná	kA šiNAhná
2nd	ka NAxtá	kA šiNAxtá		kA šiNAxtá	
3rd	ka nará	kA šinará		kA šininá	

Practice

1. Use the following vocabulary items from Lessons 12, 13, 14 and 33:

uukawíts̆	'dress'
xúhts̆	'moccasin, shoe'
saátu’	'basket'
uukawikúsu’	'coat; overcoat'
awitakúxu’	'apron'
s̆kookuú’	'glove'
c̆is̆kookuú’	'hat'
thuneepiínu’	'belt'
c̆iNIs̆thuneepiínu’	'beaded belt'
naaWIhtaaká	'blanket'
sAhuukaraní	'Pendleton blanket'
skúna’A	'cushion, pillow'
naawiNAhiítu’	'quilt'
haáku’	'box'
xáwas	'ball'
piirapIskhuúnu’	'doll'

2. Combine vocabulary items, color terms, and various forms of the verb 'to have it' to make sentences. For example,

a.	ka NAxtá uukawíts̆ naraaNUstAhkataáNU?	'Do you have the dress, the yellow one?'
b.	ka NAxtá uukawíts̆ tiraaNUstAhkataá’A?	'The dress is yellow. Do you have it?'
c.	TAhná uukawíts̆ naraaNUstAhkataáNU.	'I have the dress, the yellow one.'
d.	TAhná uukawíts̆ tiraaNUstAhkataá’A.	'The dress is yellow. I have it.'

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. Do you (sing.) have a blue dress?
   b. Does he have a red coat also?
   c. They and I have a yellow quilt.
   d. I have a belt with horizontal stripes.

4. Šuxwaáko' saNIštaakAhníni'.

   a. KA šiNAxtá skuná'A natšuúsU?

   b. Tirá awitakúxu' nooNAsaapeéRA.

   c. TAhná haáku' titaree'úx.

   d. Ka nará thuneepiínu' nečiRAhpAhaátU haáwa'?

TEST YOURSELF

1. Tičé no' nakuwaákA saNIšíni'?

   a. I'm going on Wednesday.
   b. Do you have a purple coat?
   c. When are you going?
   d. the blue one
   e. She's going on Saturday.
   f. He has a ball with horizontal stripes.
   g. The box is red.
   h. They (pl.) are going on Monday.
   i. the one with vertical stripes

2. Tičé no' nakuwaákA saNIštaakAhníni'.

   a. natšuúsU

   b. tiraaNUstAhkataá'A

   c. Čukú nuutunaánu' NAxwó?

   d. Ka nará naaWIhtaaká nataree'uúxU?

   e. Xáwas tičiRAhpAhaá'At.

   f. TAxtá čiNIšthuneepiínu'.

   g. TAtwó' tarihnuuwanúx NUsakuúNU.

   h. Šitsiná naawiNAhiítu' tooNAsaríWIš.

   i. titaree'úx

   j. KA šiNAsiná sAhuukaraní?

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3. Choose the correct Arikara form for the English expression.

1.	it has vertical stripes	-	tooNAsaapé nooNAsaapeéRA
2.	it's blue	-	nataree'uúxU titaree'úx
3.	it's yellow	-	naraaNUstAhkataáNU tiraaNUstAhkataá'A
4.	the red one	-	načiRAhpAhaátU tičiRAhpAhaá'At
5.	the one with horizontal stripes	-	nooNAsaríWIš tooNAsaríWIš
6.	the purple one	-	natšuúsU titšuú'Us

LESSON 35

More Kinship Terms and Demonstratives

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Don:	Tičé weNUsakuú'U?	'What is the day?'
Ed:	TUsakuú'U táWIt NUsakuúNU.	'The day is Wednesday.'
Don:	Čukú NAxwó'?	'Where are you going?'
Ed:	TAtwó' niinanuunakaáWI at^{i}ná'.	'I'm going to my mother's house.'
Don:	Čukú nuutunaánu' NAxwó?	'When are you going?'
Ed:	TAtwó' šakUhwaaRUxtíhkAt.	'I'm going on Sunday.'

VOCABULARY

Recall that Arikara kinship terms must include a special word part that identifies whose relative is being talked about. These word parts are translated into English as 'my', 'your', 'his', or 'her'. In addition, when Arikara speakers talk about their brothers or sisters (siblings), they must show whether the person referred to as 'my', 'your', etc., is the same sex as or different from the sibling. The chart below gives the sibling terms.

relation	my	your	his/her
brother of male	inaáni'	áNA	inaáni'
sister of female	áNA		
brother of female	at^{i}nás	ánas	inásti'
sister of male	atítat	átat	itáhni'

For example:

a. Ann inásti' 'Ann's brother' Ann is a female;
that is, Ann her-brother her sibling is a different sex.

b. Sam itáhni' 'Sam's sister' Sam is a male;
that is, Sam his-sister his sibling is a different sex.

c. Betty inaáni' 'Betty's sister' Betty is a female;
that is, Betty her-sister her sibling is the same sex.

d. John inaáni' 'John's brother' John is a male;
that is, John his-brother his sibling is the same sex.

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'. (Translate only the kinship terms. The English name in the left column is the one whose sibling is being referred to. In a, for example, the reference is to Sam's brother; in b the reference is to Ann's brother; etc.)

a.	(Sam)	'my brother'	e.	(Sam)	'your sister'
b.	(Ann)	'your brother'	f.	(Ann)	'my brother'
c.	(Sam)	'his sister'	g.	(Sam)	'his brother'
d.	(Ann)	'my sister'	h.	(Ann)	'her sister'

2. Šuxwaáko' saNIštaakAhníni'.

a. ánas
b. itáhni'
c. áNA
d. atítat
e. inaáni'
f. at^{i}nás
g.. inásti'
h. átat

GRAMMAR AND SENTENCE PATTERNS

Read these sentences which you learned in earlier lessons.

T^{i}naákUx tí' patát.	'This is a potato.'
NuunaákUx tí' WAhúx.	'That is a squash.'

The underlined words in the English equivalent are demonstratives. English demonstratives point out the thing being referred to, in this case the potato and the squash.

The underlined word parts in the Arikara sentences are also demonstratives. However, Arikara demonstratives not only point out the thing being referred to, as in these sentences. They also include adverbs of location such as the English where. For example,

iinawaákUx	'where the hill is'
niineétAt	'where the village is'
niiniiNAhnačištaroóku	'barbershop' (literally, where they cut the hair)

To review: These demonstrative word parts are:

t^i, ti	'this'
nuu	'that'
ii or nii	'where'

They are used to form independent gerundial verb forms which are used in place of nouns. A good example is the use of nii in village names:

NiineetUhkatákUx	'Washburn' (literally, where the village sits at the base of the hill)
NiineetUhčipiriíNU	'New Town' (literally, where the new village is)

You will learn more about the use of demonstratives in later lessons when you study locative verbs.

Practice

1. Šuxwaáko' saNIšíni'.

   a. the word part for 'where'
   b. the word part for 'this'
   c. the word part for 'that'

2. Šuxwaáko' saNIštaakAhníni'.

   a. nuu

   b. ii

   c. t^i

   d. nii

†3. ŠuuNUxwakunaasíhtš saNIštaakAhníni’.

a. What is the difference between English demonstratives and Arikara demonstratives?

b. What type of verb do demonstrative word parts form in Arikara?

c. Give examples of Arikara demonstratives used as adverbs in location.

VERB CHART

wo’ 'to be going'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tAtwó’	tsihwanú’	šitAtwanú’	tataraapó’ or *tataraNAhwó’	tAhnapó’ *tAhnaNAhwó’
2nd	tAxwó’	šitAxwanú’		tAxtaNAhwó’	
3rd	tiiwó’	šitiwanú’		tiRAhwó’	

*These are the long forms that follow the pattern for 2nd and 3rd person forms. The other forms are shorter and used in place of these.

Practice

1. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

a. you (du.) are going
b. she is going
c. I’m going
d. you and I are going
e. the three of them are going
f. you are going
g. he and I are going
h. all of you and I are going
i. the two of them are going
j. all of them and I are going
k. all of you are going

2. Šuxwaáko’ saNIštaakAhníni’.

a. šitiwanú’
b. tataraapó’
c. tAtwó’
d. tAhnapó’
e. tAxtaNAhwó’
f. tiiwó’
g. tiRAhwó’
h. tAxwó’
i. tsihwanú’
j. šitAxwanú’
k. šitAtwanú’
l. tataraNAhwó’

TEST YOURSELF

1. ŠuuNUxtaniíno’ saNIšíni’.

	my	your	his/her
grandfather			
grandmother			
mother			
father			
uncle			
wife			
husband			
child			
grandchild			
brother (of male)			
brother (of female)			
sister (of male)			
sister (of female)			

2. Tičé no' nakuwaákA saNIšíni'?

a. My grandfather is going.
b. You and my uncle are going.
c. I am going.
d. My mother and my sister are going.
e. You and I are going.
f. My grandchild and I are going.
g. You are going.
h. My son, my grandmother and I are going.
i. All of you are going.
j. You, your mother, and I are going.
k. His brother, her sister, and her father are going.

†3. Underline the Arikara demonstrative in each sentence. Tičé no' nakuwaákA saNIštaakAhníni'?

a. TAtwó' niinanuunakaáWI John.
b. T^{i}naroósI tí'It ka'istaáka.
c. NuunaroósI tí'It ka'ít.
d. T^{i}načiraahkUx tičií'Is etčiísu'.
e. NuunačiraáhkUx tičií'Is tstoóxu'.
f. T^{i}naákUx isataá'u'.
g. NuunaákUx ápos.

ANSWERS

Grammar and Sentence Patterns

3. a. English demonstratives point out the thing referred to. In addition to this use, Arikara demonstratives are also used as adverbs of location.

b. In Arikara, demonstrative word parts form independent gerundial verbs. These are used in place of nouns.

c. One example is niinanuunakaáWI 'where the house is'.

Test Yourself

3. a. ...niinanuunakaáWI...
b. T^{i}naroósI...
c. NuunaroósI...
d. T^{i}načiraáhkUx...
e. NuunačiraáhkUx...
f. T^{i}naákUx...
g. NuunaákUx...

LESSON 36

Locatives and More Tribal Names

CONVERSATION

In Lesson 22 you learned to talk about a person's tribal affiliation. Here is another way. The questions are based on the same verb stem as the questions in Lesson 22, but the form for answering them is different.

Ka naaxačitaá'A __________?	'Are you a ________?'
Tatí' __________.	'I'm a ___________.'
Ka naačitaá'A ____________?	'Is he a __________?'
Tí' ____________.	'She's a __________.'
TAxí' __________.	'You're a _________.'
Ka kunataraákIt?	'Are you one of us (that is, an Arikara)?'
KukaakataraákIt.	'I'm not one of us (that is, an Arikara).'
KutataraákIt.	'I am one of us (an Arikara).'

VOCABULARY

šaahé'	'Cheyenne'
sčiíri	'Pawnee'
šhí'A	'Cree, Chippewa'
tUhkaNIhnaáwiš	'Arapaho'
pAxiníWIš	'Flathead'
xUhkátit	'Blackfoot'
saNIštaaká	'White man'
neesikúsu'	'French'
wiitatshaáhkAt	'Elbowoods'
wiitaníhUx	'bachelor'
naahukoósu'	'brave; hero'

Practice

1. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

   a. Cree
   b. White man
   c. hero
   d. Pawnee
   e. bachelor
   f. French
   g. Chippewa
   h. Elbowoods
   i. Cheyenne
   j. Blackfoot
   k. Flathead
   l. brave
   m. Arapaho

2. Šuxwaáko’ saNIštaakAhníni’.

   a. tUhkaNIhnaáwiš
   b. šaahé’
   c. wiitaníhUx
   d. neesikúsu’
   e. xUhkátit
   f. sčiíri
   g. wiitatshaáhkAt
   h. naahukoósu’
   i. šhí’A
   j. pAxiníWIš
   k. wiitaníhUx
   l. saNIštaaká

3. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

   a. He’s a Cheyenne.
   b. Are you one of us?
   c. I’m a white man.
   d. Is he a Blackfoot?
   e. You’re a Pawnee.
   f. I’m not an Arikara.
   g. Are you a Flathead?
   h. She’s an Arapaho.
   i. Is he a Cree?
   j. I am one of you.
   k. I’m a Chippewa.
   l. He is a Cree.

4. Šuxwaáko’ saNIštaakAhníni’.

   a. Ka naačitaá’A šaahé’.
   b. Tatí’ xUhkátit.
   c. Ka kunataraákIt?
   d. TAxí’ šhí’A.
   e. KutataraákIt.
   f. Tí’ saNIštaaká.
   g. Ka naaxačitaá’A sčiíri.
   h. KukaakataraákIt.
   i. Tatí’ tUhkaNIhnaáwiš.
   j. Tí’ pAxiníWIš.

GRAMMAR AND SENTENCE PATTERNS

1. Study these sentences. They combine several parts you know.

a. TAtwó' sananaapíkAt.	'I'm going to Sioux country.'
b. TAtwó' niineétAt sáhniš.	'I'm going to Arikara country.'

2. In sentence a the name of a tribe is combined with the suffix kAt to mean, 'among the ____'. For example, sananaapíkAt means literally 'among the Sioux'. These tribal names take this suffix:

šaahé'	šaaheerákAt	'Cheyenne country'
sčiíri	sčiiríhkAt	'Pawnee country'
šhí'A	šhi'aákAt	'Cree country, Chippewa country'
psí'a'	psi'aákAt	'Assiniboine country'
tUhkaáka'	tUhkaakákAt	'Crow country'

Although wiitatshaánu' 'Hidatsa' becomes wiitatshaáhkAt, that term does not mean 'Hidatsa country'; it means 'Elbowoods'.

3. Practice

A. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. Chippewa country
2. Sioux country
3. Elbowoods
4. Crow country
5. Pawnee country
6. Arikara country
7. Cree country
8. Cheyenne country

B. Šuxwaáko' saNIštaakAhníni'.

1. psi'aákAt
2. tUhkaakákAt
3. sananaapíkAt
4. šhi'aákAt
5. sčiiríhkAt
6. wiitatshaáhkAt
7. šaaheerákAt

4. In sentence b the word niineétAt 'where the village is' is used with the name of the tribe. The suffix kAt is not used. The translation is the same; that is, '______ country.' The following tribal names use this form:

káNIt	niineétAt káNIt	'Mandan country'
tUhkaNIhnaáwiš	niineétAt tUhkaNIhnaáwiš	'Arapaho country'
pAxiníWIš	niineétAt pAxiníWIš	'Flathead country'
xUhkátit	niineétAt xUhkátit	'Blackfoot country'
sáhniš	niineétAt sáhniš	'Arikara country'

5. Practice

A. Tičé no' nakuwaákA saNIšíni'? ŠuuNUxtaniíno' saNIšíni'.

1. Blackfoot country
2. Arapaho country
3. Arikara country
4. Mandan country
5. Flathead country

B. Tičé no' nakuwaákA saNIštaakAhníni'?

1. niineétAt pAxiníWIš
2. niineétAt káNIt
3. niineétAt sáhniš
4. niineétAt tUhkaNIhnaáwiš
5. niineétAt xUhkátit

6. Both sentence a and sentence b are locative forms. A locative form shows location. You are able to say 'going to ______ country' in two ways in Arikara. With some tribal names you use the suffix kAt; with other tribal names you use the form niineétAt. There is no rule to apply; you must memorize the form to use with each tribal name.

7. These forms, learned in earlier lessons, are locative forms.

a. Kutat^{i}niináka NAhtAsuutaaká.	'I live in White Shield.'
b. niiniiNAhnačištaroóku	'barbershop (where they cut the hair)
c. TAtwó' niinaakaáWI naapIhúxu'.	'I'm going to the store.'
d. TAtwó' niinačootšakaáWI.	'I'm going to church.'
e. KUxIhaáhnini' nikuteéka nohkaroókUx.	'The courthouse is on the left.'

Notice the use of the demonstrative nii in these forms. You learned about it in Lesson 35. You do not need to analyze the locative forms. Just be aware of them and the fact that there are locative verb forms as well as locative prefixes and suffixes.

8. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. You and your sister are going to Blackfoot country.
b. I am going to Pawnee country.
c. You and I are going to Mandan country.
d. His uncle, her father, and my sister are going to Assiniboine country.

e. Your brother is going to Arikara country.
f. My grandfather and I are going to Cheyenne country.
g. You, your wife, and your child are going to Flathead country.
h. Her grandmother is going to Chippewa country.
i. Your uncle, your grandmother, my brother, and I are going to Arapaho country.
j. Her husband and his father are going to Elbowoods.
k. His sister, his brother, and I are going to Crow country.
l. You are going to Sioux country.

9. What is the locative form (kAt or niineétAt) that is used with each tribal name?

a. Arapaho
b. Arikara
c. Chippewa
d. Mandan
e. Cheyenne
f. Flathead
g. Sioux
h. Pawnee
i. Hidatsa
j. Blackfoot
k. Assiniboine
l. Crow

10. Šuxwaáko' saNIštaakAhníni'.

a. ÁNA tiiwó' sčiiríhkAt.

b. ŠitAxwanú' niineétAt xUhkátit.

c. Tataraapó' tUhkaakákAt.

d. Itáhni', atítAt, na átat tiRAhwó' niineétAt tUhkaNIhnaáwiš.

e. At^{i}nás na inásti' šitiwanú' sananaapíkAt.

f. TAtwó' šhi'aákAt.

g. TAhnapó' niineétAt sáhniš.

h. Tsihwanú' šaaheerákAt.

i. TAxtaNAhwó' niineétAt pAxinÍWIš.

j. ŠitAtwanú' psi'aákAt.

k. TAxwó' niineétAt káNIt.

l. ŠitAxwanú' wiitatshaáhkAt.

TEST YOURSELF

1. Write the locative form for each tribal name.

   a. wiitatshaánu'
   b. pAxiníWIš
   c. tUhkaáka'
   d. káNIt
   e. xUhkátit
   f. sčiíri
   g. šhí'A
   h. tUhkaNIhnaáwiš
   i. sanánat
   j. psí'a'
   k. sáhniš
   l. šaahé'

2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. those two are going
   b. he's going
   c. we (she and I) are going
   d. all of you are going
   e. you (sing.) are going
   g. you two are going
   h. they and I are going
   i. I'm going
   j. all of them are going
   k. we (you and I) are going

3. Tičé no' nakuwaákA saNIšíni'?

   a. Are you a Flathead?
   b. He's a Pawnee.
   c. Are you one of us?
   d. I'm a Cheyenne.
   e. Is he a Blackfoot?
   f. You're a Cree.
   g. Are you an Arapaho?
   h. I'm a white man.

4. Tičé no' nakuwaákA saNIštaakAhníni'.

   a. Ka kunataraákIt?
   b. Tatí' sčiíri.
   c. Ka naaxačitaá'A saNIštaaká?
   d. Tí' tUhkaNIhnaáwiš.
   e. Ka naachitaá'A šaahé'.
   f. TAxí' pAxiníWIš.
   g. Ka naaxačitaá'A xUhkátit?

LESSON 37

Commands and Descriptive Verbs

CONVERSATION

A teacher (T.) and his class (C.) are reviewing an Arikara lesson.

T.	ŠuxtaakItkoóku'. Tičé no' nakuwaákA saNIšíni'? 'The table is burned. It's ruined.'	T.	Listen (pl.)! How do you say it in Arikara? 'The table is burned. It's ruined.'
C.	HaakAxtáwa tIhuuniíʼIt. Tiraahuú'U..	C.	The table is burned. It's ruined.
T.	Šuxwaáko' štóh.	T.	Say it again!
C.	HaakAxtáwa tIhuuniíʼIt. Tiraahuú'U.	C.	The table is burned. It's ruined.
T.	Tunaahé. TatohnaakaaNIštát. Toxtaapó'.	C.	That's good. We're (pl.) finished now. Let's (pl.) go!

VOCABULARY

Witiišuxtii'Uxísto' nakuwaákA t^{i}naroosI saNIšíni'?

šuxtaakItkoóku'	'Listen (pl.)! '
tunaahé	'That's good! '
tatohnaakaaNIštát	'We're (pl.) finished.'
toxtaapó'	'Let's (pl.) go! '

Practice

A. Šuxwaáko' saNIšíni'.

1. The table is burned.
2. That's good.
3. Listen (pl.).
4. Let's (pl.) go.
5. Say it again.
6. It's ruined.
7. How do you say it in Arikara?
8. We're (pl.) finished now.

B. Šuxwaáko' saNIštaakAhníni'.

1. Šuxwaáko' štóh!
2. Tiraahuú'U.
3. HaakAxtáwa tIhuunií'It.
4. Toxtaapó'!
5. ŠuxtaakItkoóku'!
6. Tunaahé.
7. Tiče no' nakuwaákA saNIšíni'?
8. TatohnaakaaNIštát.

GRAMMAR AND SENTENCE PATTERNS

1. In Lesson 26 you learned the difference between active verbs and passive verbs in Arikara. To review, the active verb describes an action that is performed by the subject. It is like an English active verb.

However, things that are treated as adjectives in English, such as physical states of the body and colors, are treated as verbs in Arikara. You have already learned some verbs which describe physical states of the body; for example, anaasu' 'to be cold'. It is expressed as a passive verb in Arikara; that is, the subject is affected by the verb. The subject does not perform an action.

Colors, treated as adjectives in English, are treated as descriptive verbs in Arikara. You can change descriptive verb stems into either independent verb forms which stand alone in a sentence, or dependent verb forms which must be used with an independent verb form in a sentence. Review in Lesson 29 the independent and dependent forms of the verbs that describe color.

The pattern for forming independent and dependent forms from descriptive verb stems varies according to the verb stem. There are several classes of stems; therefore, there are several patterns for forming these independent and dependent verb forms. Most of the verb stems in this lesson, as well as most of the color stems in Lesson 29, follow one pattern. We will explain it here.

2. Additional Vocabulary

Learn these stems of descriptive verbs as the basis for changing them into other forms. You will find the color verb stems included in this list.

katariin	'to be swift, fast'
RIhuun	'to be big'
reešaan	'to be wealthy, rich'
raaNUstAhkataan	'to be yellow'
raahuun	'to be spoiled, ruined'

teehaak	'to be straight'
pAhiit	'to be quiet'
čiRAhpAhaat	'to be red'
tawaruut	'to be lively, wild'
huuniit	'to be burned, scorched' (non-food)
taraniit	'to be burned to pieces, charred' (food)
tšuus	'to be purple'
taraanaas	'to be uncontrollable'
taree'uux	'to be blue'
in...un...RAsariWIš	'to have horizontal stripes'
in...un...RAsaapeer	'to have vertical stripes

3. One of the dependent forms of these verbs is a gerund, which is a verb used as a noun. You learned how to form these gerunds in Lesson 34; add the gerundial prefix na and the subordinating suffix u to the verb stem. u becomes U at the end of a word.

4. The independent form for these verbs follows a similar pattern. Study the way these verb stems change to independent verb forms.

katariin	becomes	tikatarií'I
RIhuun	becomes	tiRIhuú'U
reešaan	becomes	tireešaá'A
teehaak	becomes	titeehaá'At

When the verb stem ends in n, that consonant is dropped because n is not a final sound in Arikara words.

*k at the end of a stem becomes t.

In all cases, the last vowel in the verb stem is repeated and whispered, and a glottal stop separates the long voiced vowel from the whispered one.

5. Practice

† A. Change these verb stems to independent verb forms.

1. raNUstAhkataan
2. raahuun

When verb stems end in consonants other than n, the vowel is repeated and a glottal stop comes between the stem vowel and the repeated vowel. The repeated vowel is always short and whispered. For example, ti + taraniit 'to be burned to pieces' becomes titaranií'It 'it is burned to pieces.'

† B. Change these verb stems to independent verb forms.

1. tšuus
2. pAhiit
3. tawaruut
4. huuniit
5. taraanaas

in...un...RAsariWIš, in...un...RAsaapeer, and taree'uux have different patterns. You will learn them in later lessons. For now, simply know the forms.

C. Tell whether each form listed below is a verb stem, an independent verb form, or a dependent verb form.

1. tireešaá'A
2. natawaruútU
3. taraniit
4. nooNAsaríWIš
5. RIhuun
6. tiraahuúNU
7. čiRAhpAhaat
8. natšuúsU

D. Write the verb stem for each of the forms listed below.

1. napAhiítU
2. tiraaNUstAhkataá'A
3. nataraanaásU
4. titaree'úx
5. nateehaákU
6. tikatarií'I
7. nooNAsaapeéRA
8. titawaruú'Ut

E. Write the independent and dependent verb forms for each verb stem listed below.

1. in...un...RAsariWIš
2. taraanaas
3. katariin
4. teehaak
5. pAhiit
6. reešaan
7. tawaruut

6. Use these verb forms with vocabulary items from earlier lessons. The first form of each set is the dependent, the second form the independent.

a. wahUxanaáxu' naRIhuúNU	'the big watermelon'
WahUxanaáxu' tiRIhuú'U.	'The watermelon is big.'
b. tsástš NAhuuniítU	'the burned meat'
Tsástš tIhuunií'It.	'The meat is burned to a crisp.'

c.	NAhaá'U naraanaásU	'his uncontrollable child'
	NAhaá'U titaraanaá'As.	'His child is uncontrollable.'
d.	atíka' napAhiítU	'my quiet grandmother'
	Atíka' tipAhií'It.	'My grandmother is quiet.'
e.	hi'áxti' nareešaáNU	'his wealthy father'
	Hi'áxti' tireešaá'A.	'His father is wealthy.'
f.	iwaaníRIš natawaruútU	'your lively uncle'
	IwaaníRIš titawaruú'Ut.	'Your uncle is lively.'
g.	haakAxtáwa naraahuúNU	'the ruined table'
	HaakAxtáwa tiraahuú'U.	'The table is ruined.'
h.	niíšu' nateehaákU	'the straight arrow'
	Niíšu' titeehaá'At.	'The arrow is straight.'
i.	uukawítš način RAhpAhaátU	'the red dress'
	Uukawítš tičiRAhpAhaá'At.	'The dress is red.'
*j.	xaawaarúxti' nakatariíNU	'the fast horse'
	Xaawaarúxti' tikatarií'I.	'The horse is fast.'
	TAhná xaawaarúxti' nakatariíNU.	'I have a fast horse.'

*New word: xaawaarúxti' 'horse'

7. Practice

A. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

1. The skillet is ruined.
2. I have a quiet child.
3. I want (to eat) a big potato.
4. the uncontrollable horse
5. Martin is wealthy.

B. Šuxwaáko' saNIštaakAhníni'.

1. ápos naRIhuúNU
2. Haáku' tInuunií'It.
3. Tiraahuú'U.
4. Wiináxtš tipAhií'It.
5. Tirá šiščítA nateehaákU.

TEST YOURSELF

A. Vocabulary

Match the Arikara words in Column B with the English equivalents in Column A.

A	B
_____ 1. horse	a. tatohnaakaaNIštát
_____ 2. listen (pl.)!	b. toxtaapó'
_____ 3. we're (incl. pl.) finished now	c. xaawaarúxti'
_____ 4. that's good	d. šuxtaakItkoóku'
_____ 5. let's (pl.) go!	e. tunaahé

B. Tičé no' nakuwaákA saNIšíni'?

1. He's swift. He's my father.
2. The meat is burned. It's ruined.
3. Anna is uncontrollable. Tim is lively. Jean is quiet.
4. I have a straight arrow.
5. Her mother has a blue dress.

C. Tičé no' nakuwaákA saNIštaakAhníni'.

1. KA šinará xaawaarúxti' nakatariíNU?
2. NaaWIhtaaká tiRIhuú'U.
3. TiWIsíRIš teepáku'. Titaraanaá'As.
4. Ápa' títka. TipAhií'It.
5. TatohnaakaaNIštát. Toxtaapó'!

ANSWERS

Grammar and Sentence Patterns

5. Practice

A. 1. tiraaNUstAhkataá'A
2. tiraahuú'U

B. 1. titšuú'Us
2. tipAhií'It
3. titawaruú'Ut
4. tIhuunií'It
5. titaraanaá'As

LESSON 38 *

More Colors and Interrogative Forms: Review

CONVERSATION

Tičé no' nakuwaákA saNIšíni'?

Tom:	Atí'Ax, tičé nuú'Ut?	'What's the matter, Father?'
Father:	Tikoonaásu'. Škuúxu naaWIhtaaká nooNAsaríWIš.	'I'm cold. Give me a blanket, the one with the horizontal stripes.'
Tom:	Heé !	'Hey!'
Father:	Tičé nuú'Ut?	'What's the matter?'
Tom:	KaakAhná naaWIhtaaká nooNAsaríWIš!	'I don't have the one with the horizontal stripes! '
Father:	Nawáh, škuúxu naaWIhtaaká naraaNUstAhkataáNU.	'Well, give me the yellow one.'

NOTE: By this time you ought to be able to put together verb forms and vocabulary items that you learned in earlier lessons to build new conversations like the one above. Be careful to use the correct forms; for example, the verb form for 'give me' in this conversation about a blanket is škuúxu, not škuxčiraánu 'give me a liquid' and not škuxtaánu 'give me granular food.'

In this lesson you learn new questions, including one in the conversation above, to help you compose your own conversations. You have already learned how to form answers to them.

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*This is a double lesson. Plan to study it for as long as it takes to study three or four lessons.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Tičé nuú'Ut?	'What's the matter?'
Čukú nuutunaánu' NAxwó?	'Where are you going?'
Tičé no'?	'What is it?' (The answer is Tí' ____.)
čiišawataan	'to be white'
taakaan	'to be light'
katiit	'to be black'
kaatiit	'to be dark'
raaNUskatAhkaatiit	'to be rust colored'
taraawiiš	'to be gray'

Practice

1. Tičé no' nakuwaákA saNIšíni'.

   a. to be white
   b. Where are you going?
   c. to be black
   d. What is it?
   e. to be light
   f. to be rust colored
   g. to be dark
   h. What's the matter?
   i. to be gray

2. Tičé no' nakuwaákA saNIštaakAhníni'?

   a. taakaan
   b. Čukú nuutunaánu' NAxwó?
   c. kaatiit
   d. taraawiiš
   e. čiišawataan
   f. raaNUskatAhkaatiit
   g. Tičé no'?
   h. katiit
   i. Tičé nuú'Ut?

GRAMMAR AND SENTENCE PATTERNS

Part 1. Colors

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

tičiišawataá'A	'it's white'	načiišawataáNU	'the white one'
titaakaá'A	'it's light'	nataakaáNU	'the light one'
tikatií'It	'it's black'	nakatiítU	'the black one'
tikaatií'It	'it's dark'	nakaatiítU	'the dark one'
tiraaNUskatAhkaatií'It	'it's rust colored'	naraaNUskatAhkaatiítU	'the rust colored one'
titaraawíš	'it's gray'	nataraawiíšU	'the gray one'

Practice

1. Tiče no' nakuwaákA saNIšíni'?

   a. it's dark
   b. the white one
   c. it's gray
   d. the rust colored one
   e. it's black
   f. the black one
   g. it's white
   h. the light one
   i. it's rust colored
   j. the dark one
   k. it's light
   l. the gray one

2. Tiče no' nakuwaákA saNIštaakAhníni'?

   a. nataraawiísU
   b. tičiišawataá'A
   c. nakatiítU
   d. tiraaNUskatAhkaatií'It
   e. nataakaáNU
   f. tikatií'It
   g. načiišawataáNU
   h. titaakaá'A
   i. nakaatiítU
   j. titaraawíš
   k. naraaNUskatAhkaatiítU
   l. tikaatií'It

Part 2. Noun and Descriptive Compounds

1. Arikara descriptive stems are the equivalents of English adjectives. For example,

xaakaatít	'black horse'
tskaatít	'coffee' (literally, black water)

2. In Arikara, the descriptive stem follows the noun. In English, the noun follows the adjective.

   Arikara: horse-black
   English: black horse

3. The form of the descriptive stem is not exactly like either the independent or the subordinate form. It is a "short" form.

4. Observe that in the compounds that describe a kind of horse, the word part meaning 'horse' is xaa, a dependent root that is never used alone.

5. Study these compounds:

xaakaatít	'black horse'
xaapAxwáhAt	'roan horse'
xaačiRAhpáhAt or xaaphatseéRIt	'sorrel horse'
xaawáči'	'pinto'
xaaNAhkatá	'buckskin'
xaapáhAt	'bay'
xaačiišawatá	'white horse'
xaataree'úx	'gray horse'
tskaatít	'coffee'
tskatít	'ink'

6. Practice

A. ŠuuNUxtaniíno' saNIšíni'.

1. buckskin
2. gray horse
3. sorrel horse
4. ink
5. bay
6. black horse
7. pinto
8. roan horse
9. coffee
10. white horse

B. Šuxwaáko' saNIštaakAhníni'.

1. xaapAxwáhAt
2. xaapáhAt
3. xaakaatít
4. xaaphatseéRIt
5. xaataree'úx
6. tskatít
7. xaawáči'
8. tskaatít
9. xaačiRAhpáhAt
10. xaaNAhkatá

Part 3. Interrogative Forms for Non-Singular Verbs

1. In Lesson 21 you learned to change Arikara statements into questions. Simply drop the indicative prefix and substitute the interrogative prefix ka na... . Of course you must remember to make the sound changes that result from combining different word parts. For example,

títka	becomes	ka nétka
teewí'At	becomes	ka naawí'At

2. You learned this general rule for singular verbs. Now apply it to non-singular verbs. Examples using dual forms of verbs:

šititkáwa becomes kA šinetkáwa
šiteewí'At becomes kA šinaawí'At

Examples using plural forms of verbs:

tiiNItkáwa becomes ka niiNItkáwa
tiiNAhnaanawí'At becomes ka niiNAhnaanawí'At

3. You will be able to change most Arikara statements into questions by applying the rule above. Check the verb charts for the few irregular forms.

4. Review these questions that you have already learned.

From Lesson	Arikara Question	English Equivalent
3	Tičé wekuNAxuú'Ut?	'How are you?'
10	Tičé wekunuú'Ut?	'How is he?'
	_____ tičé nuutaánu'?	'What is _______ doing?'
12	Tičé weniita'uúkUt?	'What time is it?'
	Tičé NAxuutaánu'?	'What are you doing?'
18	Čukú NAxiniináka?	'Where do you live?'
	Ka NAxiniináka _____?	'Do you live in _____?'
	Čukú NAxwó'?	'Where are you going?' (see also Lesson 33)
20	Tičé nuhnaánu'?	'How many are there?'
21	Interrogative forms of verbs.	
22	Tičé naaxačitaá'A?	'What is your tribe?'
	Tičé naačitaá'A?	'What is his tribe?'
25	Tičé kunaaxAxaá'A?	'What is your name?'
	Tačé no'?	'Who's that?' or 'Who is it?'
	Tičé kunaaxaá'A?	'What's his name?'
26	Tičé weNUsakuú'U?	'What day is it?'
27	Čukú niíhi' _____?	'Where is (a community name)?'
30	Čukú ná'At?	'Where is he?'

From Lesson	Arikara Question	English Equivalent
31	Čukú naáka _____?'	'Where is (a building)?'
34	Čukú nuutunaánu' NAxwó?	'When are you going?'
36	Ka naaxačitaá'A ______?	'Are you a (tribe's name)?'
	Ka naačitaá'A ________?	'Is he a (tribe's name)?'
	Ka kunataraákIt?	'Are you one of us?' (Are you an Arikara?)

Learn to make appropriate answers to these questions. One way to practice, if you do not have another person to work with, is to record these questions on recording tape. Group similar questions together so you can answer them in an intelligent manner.

TEST YOURSELF

1. Šuxwaáko' saNIšíni'.

a. What's the matter?
b. Where is White Shield?
c. When are you going?
d. What time is it?
e. What is his tribe?
f. Where do you live?
g. Are you an Arikara?
h. Who's that?
i. How are you?
j. What happened?

2. Šuxwaáko' saNIštaakAhníni'.

a. Tičé nuhnaánu'?
b. Čukú NAxiniináka?
c. Tičé no'?
d. Ka kunataraákIt?
e. Čukú NAxwó'?
f. Tičé nuutAxítIt?
g. Čukú ná'At?
h. Tičé naaxačitaá'A?
i. Čukú nuutunaánu' NAxwó?
j. Atípa' tičé nuutaánu'?

†3. Tičé no' nakuwaákA saNIšíni'?

a. Do you have a bay horse?
b. The box is rust colored.
c. I have a fast black horse.
d. He has a coat, the light one.
e. She has a hat. It's dark.

+4. Tiče no' nakuwaákA saNIštaakAhníni'.

a. Škuxčiraánu tskaatít.

b. Xaataree'úx tikatarií'I.

c. ÁNA ka nará xaačiRAhpáhAt?

d. Skuná'A tiraaNUskatAhkaatií'It.

e. xaapAxwáhAt

ANSWERS

Test Yourself

3. a. Ka NAhná xaapáhAt?

b. Haáku' tiraaNUskatAhkaatií'It.

c. TAhná xaakaatít nakatariíNU.

d. Tirá uukawikúsu' nataakaáNU.

e. Tirá čiškookuú' tikaatií'It.

4. a. Give me some coffee.
b. The gray horse is fast.
c. Does my sister have a sorrel horse?
d. The pillow is rust colored.
e. roan horse

LESSON 39

Color Review

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

A. Marie is shopping in Bob's store.

Marie:	Ka NAxtá naawiNAhiítu'?	'Do you have a quilt?'
Bob:	Heé', tAhná naawiNAhiítu'.	'Yes, I have a quilt.'
Marie:	Ka NAxtá natšuúsU?	'Do you have a purple one?'
Bob:	Kaakí', šitAhná načiRAhpAhaátU na nataree'uúxU. Tičé naasšó'?	'No, I have a red one and a blue one. What do you want?'
Marie:	Tikoosšó' nataree'uúxU.	'I want the blue one.'

B. Two children are talking.

Jimmy:	Inaáni' na Billy šitiNAxwé' xáwas.	'My brother and Billy are looking for a ball.'
Tommy:	Ka nooNAsaapé?	'Is it striped?'
Jimmy:	Kaakí', nikutí' naraaNUstAhkataáNU.	'No, it's the yellow one.'
Tommy:	Oh, tAhná nooNAsaapeéRA.	'Oh, I have a striped one.'

GRAMMAR AND SENTENCE PATTERNS

Arikara speakers refer only to particular colors. They do not speak about 'color' as a general term. They do not ask, "What color is it?" They ask, as illustrated in the two dialogs, if something is a certain color.

Witiišuxtii'Uxísto' nakuwaákA t^{i}naroósI saNIšíni'.

ka načiRAhpAhaá'At?	'is it red?'
ka naraaNUstAhkataá'A?	'is it yellow?'
ka natšuú'Us?	'is it purple?'
ka nataree'úx?	'is it blue?'
ka nooNAsaapé?	'does it have vertical stripes?'
ka nooNAsaríWIš?	'does it have horizontal stripes?'
ka načiišawataá'A?	'is it white?'
ka nataakaá'A?	'is it light?'
ka nakatií'It?	'is it black?'
ka nakaatií'It?	'is it dark?'
ka naraaNUskatAhkaatií'It?	'is it rust colored?'
ka nataraawíš?	'is it gray?'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. is it black?
   b. does it have vertical stripes?
   c. is it light?
   d. is it yellow?
   e. is it dark?
   f. is it blue?
   g. is it white?
   h. does it have vertical stripes?
   i. is it gray?
   j. is it purple?
   k. is it rust colored?
   l. is it red?

2. Šuxwaáko' saNIštaakAhníni'.

   a. ka natšuú'Us?
   b. ka naraaNUskatAhkaatií'It?
   c. ka načiRAhpAhaá'At?
   d. ka nataraawíš?
   e. ka nooNAsaríWIš?
   f. ka nataakaá'A?
   g. ka načiišawataá'A?
   h. ka naraaNUstAhkataá'A?
   i. ka nakatií'It?
   j. ka nooNAsaapé?
   k. ka nakaatií'It?
   l. ka nataree'úx?

3. You have learned three verb forms for each color: 'it's _____'; 'the _____ one'; and 'is it _____?' One verb form for each color is given in the chart below. Supply the remaining two forms and give the English equivalent of the color described.

Color	it's ________	the ________ one	is it ________?
		načiRAhpAhaátU	
	tičiišawataá'A		
			ka nataree'úx?
		nataakaáNU	
	tooNAsaríWIš		
			ka nakatií'It?
			ka natšuú'Us?
	tikaatií'It		
		nooNAsaapeéRA	
		naraaNUskatAhkaatiítU	
	tiraaNUstAhkataá'A		
			ka nataraawíš?

VERB CHART

1. Indicative Forms: 'to want'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tikoosšó'	tsakoosšó'	šitikoosšó'	tatakuraakAsšó'	tikuraakAsšó'
2nd	taasšó'	šitaasšó'		taraakAsšó'	
3rd	teesšó'	šiteesšó'		tiinaakAsšó'	

2. Interrogative Forms: 'to want'

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	ka nikoosšó'	ka NAsakoosšó'	kA šinikoosšó'	ka natakuraakAsšó'	ka nikuraákAsšó'
2nd	ka naasšó'	kA šinaasšó'		ka naraakAsšó'	
3rd	ka naasšó'	kA šinaasšó'		ka niinaakAsšó'	

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. she wants
   b. you and I want
   c. do you want?
   d. all of them want
   e. does he want?
   f. I want
   g. do the two of you want?
   h. he and I want

2. Šuxwaáko' saNIštaakAhníni'.

   a. ka naasšó'
   b. tikoosšó'
   c. kA šinaasšó'
   d. teesšó'
   e. ka naraakAsšó'
   f. šiteesšó'
   g. ka NAsakoosšó'
   h. ka nikuraákAsšo'

NOTE: In the beginning lessons you learned a related set of verbs:

tikukaaNAsšó' ________	'I want (to eat) ________.'
tikutskaaNAsšó' ______	'I want (to drink) ______.'

In these verbs, the individual meaning is incorporated into the verb form. In the verb presented in this lesson, there is no incorporated part.

Interrogative Forms: 'to be going'

Per-son	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	ka NItwṓ'	ka NAsihwanű'	kA šiNAtwanű'	ka nataraapṓ' *ka natara NAhwṓ'	ka NAhnapṓ' *ka NAhnaNAhwṓ'
2nd	ka NAxwṓ'	kA šiNAxwanű'		ka NAxtaNAhwṓ'	
3rd	ka naawṓ'	kA šinawanű'		ka naRAhwṓ'	

*These are long forms that follow the pattern for 2nd and 3rd person forms, but the other forms are shorter and are generally used these days in place of these longer forms.

TEST YOURSELF

1. Here are three conversations to test your knowledge and understanding of the material you have been learning. Try to translate the Arikara into English without referring to the English for help. Then check your work against the English translation. Later, try to translate the English into Arikara. Write it out to be sure you are able to write as well as say it. Then check your work against the Arikara conversations.

   a. A mother is talking to her daughter:

Mother:	Čukű NAxwṓ'?	'Where are you going?'
Daughter:	TAtwṓ' NAhtAsuutaaká.	'I'm going to White Shield.'
Mother:	Čukű nuutunaánu' NAxwṓ?	'When are you going?'
Daughter:	TAtwṓ' šakUhwaaRUxtíhkAt.	'I'm going on Sunday.'
Mother:	Ka nará uukawikúsu'?	'Do you have a coat?'
Daughter:	Haá', tAhná uukawikúsu' nakaatiítU.	'Yes, I have a coat, the dark one.'

   b. Two friends are talking:

Lee:	SíšWA niineetűhkUx NiineetUhčipiriíNU.	'Let's (du.) go to New Town.'
Jim:	Kaakí', tAtwṓ' sananaapíkAt. Tikoossṓ' naawiNAhiítu'.	'No, I'm going to Sioux country. I want a quilt.'
Lee:	Ka naassṓ' načiRAhpAhaátU?	'Do you want a red one?'
Jim:	Kaakí', tikoossṓ' natšuúsU.	'No, I want a purple one.'

c. Tom calls John on the telephone:

Tom:	SíšWA niinaakaáWI naapIhúxu'. Tikoosšó' thuneepiínu'.	'Let's go to the store. I want a belt.'
John:	Ka naasšó' čiNIšthuneepiínu'?	'Do you want a beaded belt?'
Tom:	Kaakí', tikoosšó' nooNAsaapeéRA.	'No, I want one with stripes.'
John:	TAhná thuneepiínu' naraaNUskatAhkaatiítU.	'I have a rust colored one.'

2. ŠuuNUxwakunaasíhtš saNIšíni'. Use the cues in parentheses to answer in complete sentences.

a.	Čukú NAxwó'?	(church)
b.	Ka NAxtá haáku'?	(yes, yellow)
c.	Xáx ka naawó' niinačootšakaáWI?	(no, to Susie's house)
d.	AWIsíRIš ka naasšó' xaawáči'?	(no, the roan horse, it's fast)

LESSON 40 *

Wearing Clothes

GRAMMAR AND SENTENCE PATTERNS

1. Study these seven sentences that tell about wearing different types of clothing.

a.	Mary tiRAhkAxií' uukawítš.	'Mary is wearing a dress.'
b.	Tom tiščiskót.	'Tom is wearing a ring.'
c.	Dorothy tootawitákUx.	'Dorothy is wearing an apron.'
d.	Tim tiikoówot huuNUxkaawíu'.	'Tim is wearing underwear.'
e.	Linda teešuúwot xúhtš.	'Linda is wearing shoes.'
f.	Mary tiškoówot škookuú'.	'Mary is wearing gloves.'
g.	Susie tohnaanuukaáwa.	'Susie is wearing earrings.'

2. In each English sentence the verb is 'to be wearing'. In each Arikara set of sentences the verb describes how the garment is worn. The verb is different for each way the garment is worn. Therefore, you must learn which verb to use with each kind of clothing.

3. In some Arikara verbs the subordinate form of the noun that names the article of clothing is incorporated. The independent form of the noun is also repeated in some sentences. In other sentences it is used only one time.

4. Although each group of clothing has its own verb form, all the verb forms are usually translated into English as 'to be wearing'.

5. The best way to learn these forms and their use is to memorize them. Since the verbs are regular, they can be easily analyzed. You can work out all the forms from the 3rd person singular form which is given for each verb in the chart below. In addition, charts containing the verb patterns for each kind of clothing are provided at the end of the lesson.

*This is a double lesson. Although this information is covered only in this double lesson, it takes some time to learn. Consequently, you should plan to study it for about as long as it takes to study three or four lessons in order to master the material.

6. Remember that sounds change as word parts are combined.

7. The following list of new vocabulary is also introduced in the chart.

VOCABULARY

uuka'IhwiítA	'man's shirt'
uukawikaawí'u'	'slip, undershirt'
šč iskookuú'	'ring'
waakuukakookuú'	'vest'
huuNUxkaawí'u'	'underwear'
nuxkookuuRAhkaawí'u'	'man's long underwear'
xUhtsiíšu'	'leather shoes'
xuuNIsáhniš	'moccasins'
xUhčíNIš	'beaded moccasins'
Axkateehiítu'	'socks'
uukawí'u'	'earring'

Clothing Items	Arikara Verb and Its Lit. Meaning	Pattern Characteristics	Analysis of Sample Sentence Pattern	
1. uuka'IhwiítA 'man's shirt' uukawikaawí'u' 'slip, undershirt' Review: uukawikúsu' 'coat' uukawítš 'dress'	RAhkAxii' 'to be covered, be dressed in'	Independent form of the clothing noun comes after the verb.	TiRAhkAxií' uukawítš. ti + RAhkAxií' uukawítš ti RAhkAxií' uukawítš	'She's wearing a dress.' -indicative prefix -verb stem -clothing noun, independent form
2. ščiskookuú' 'ring' waakuukakookuú' 'vest' Review: čiškookuú' 'hat'	kook 'to cover'	Incorporated form of the body part or clothing noun is included in the verb.	Tiščiskót ti + iščis + kook ti iščis kook	'He's wearing a ring.' -indicative prefix -body part noun, incorporated form -verb stem
3. huuNUxkaawí'u' 'underwear' nuxkookuuRAhkaawí'u' 'man's long underwear'	ukoowook 'to be covered'	Independent form of the clothing noun comes after the verb.	Tiikoówot huuNUxkaawí'u' ti + ukoowook + huuNUxkaawí'u' tii (ti) ukoowook huuNUxkaawí'u'	'He's wearing underwear.' -indicative prefix -verb stem -clothing noun, independent form

Clothing Items	Arikara Verb and Its Lit. Meaning	Pattern Characteristics	Analysis of Sample Sentence Pattern	
4. Review: ška̮ookuú' 'gloves'		In some cases, the body part noun is also incorporated into the verb.	Tiškoówot škookuú' ti + iš + koowook + škookuú' ti iš koowook škookuú'	'She's wearing gloves.' -indicative prefix -body part noun, incorporated form -verb stem -clothing noun, independent form.
5. xUhtsiiš́u' 'leather shoes' xuuNIsáhniš 'moccasins' xUhčíNIš 'beaded moccasins' Axkateehiítu' 'socks' Review: xúhtš 'shoe'	ax-uuwook 'to cover the foot'	Independent form of the clothing noun comes after the verb. Verb includes the root of the noun 'foot'.	Teešuúwot xúhtš ti + ax + uuwook + xúhtš ti ax uuwook xúhtš	'He's wearing shoes.' -indicative prefix -body part noun, incorporated form -verb stem -clothing noun, independent form.

Clothing Items	Arikara Verb and Its Lit. Meaning	Pattern Characteristics	Analysis of Sample Sentence Pattern	
6. Review: awitakúxu' 'apron'	in...ut...awitakUx 'to have around the waist'	Clothing noun is derived from verb form.	TootawitákUx ti + a + ut + awitakUx ti a ut awitakUx	'She's wearing an apron.' -indicative prefix -preverb -preverb -verb stem
7. Review: thuneepiínu' 'belt'	in...ut...thuneek 'to have a belt on'	Clothing noun is derived from verb form.	Tosthunét ti + a + ut + huneek ti a ut huneek	'He's wearing a belt.' -indicative prefix -preverb -preverb -verb stem
8. Review: šawítš 'bracelet'	in...ut...išawe 'to wear a bracelet'	Clothing noun is derived from verb form.	TootIšáwe Ti + a + ut + išawe ti a ut išawe	'She's wearing a bracelet.' -indicative prefix -preverb -preverb -verb stem

Clothing Items	Arikara Verb and Its Lit. Meaning	Pattern Characteristics	Analysis of Sample Sentence Pattern	
9. uukawí'u' 'earring'	in...ut...raanuukaawa 'to wear an earring'	Clothing noun is derived from verb form.	Tohnaanuukaáwa	'She's wearing earrings.'
			ti + a + ut + raanuukaawa	
			ti	-indicative prefix
			a	-preverb
			ut	-preverb
			raanuukaawa	-verb stem

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

    a. dress
    b. man's shirt
    c. hat
    d. vest
    e. ring
    f. coat
    g. slip

2. Šuxwaáko' saNIštaakAhníni'.

    a. uukawikaawí'u'
    b. čiškookuú'
    c. uuka'IhwiítA
    d. uukawikúsu'
    e. ščiskookuú'
    f. waakuukakookuú'
    g. uukawítš

3. ŠuuNUxwakunaasíhtš saNIšíni' na šuxwaáko' saNIštaakAhníni'.
Answer "Yes" and change the question into a statement.

    a. Ka NAxtá uukawikúsu'?
    b. Ka nará uuka'IhwiítA?
    c. KA šinará ščiskookuú'?
    d. Ka NAxtá waakuukakookuú' načiRAhpAhaátU?
    e. Susie ka nará uukawikaawí'u'?

4. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

    a. Are you wearing a vest?
    b. I'm wearing a hat.
    c. He is wearing a coat.
    d. Is she wearing a slip?
    e. Am I wearing a ring?
    f. You are wearing a man's shirt.

5. Šuxwaáko' saNIštaakAhníni'.

    a. TaaxIščiskót.
    b. Ka NAtwaakuukákot?
    c. TaNAhkAxií' uukawítš.
    d. Ka načiškót?
    e. Tiwaakuukákot.

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Two men are getting ready to go out:

Ka NAxtAxwé' waakuukakookuú'?	'Are you looking for a vest?'
Heé', taNAxwé'.	'Yes, I'm looking for it.'
Ka nooNAsaapé?	'Does it have vertical stripes?'
Heé', tooNAsaapé.	'Yes, it has vertical stripes.'
TAtwaakuukákot.	'I'm wearing the vest.'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

    a. Are you looking for a hat?
    b. Are you looking for a ring?
    c. Is she looking for a slip?
    d. No, I'm not looking for it.
    e. Yes, she's looking for it.
    f. No, she's not looking for it.
    g. No, I'm not looking for it.
    h. Yes, she's looking for it.
    i. Is it blue?
    j. Is it red?
    k. Yes, it's the one with vertical stripes.
    l. Yes, it's purple.
    m. I'm wearing the coat.
    n. He's wearing a shirt.

2. Šuxwaáko' saNIštaakAhníni'.

    a. Ka NAxtAxwé' uukawítš.

    b. Ka naRAxwé' uuka'IhwiítA?

    c. Heé', tiRAxwé'.

    d. KaakaNAxwé'. TaNAxwé' uukawikúsu'.

    e. Ka nooNAsaríWIš?

    f. Ka natšuú'Us?

3. Rewrite these Arikara and English words. Pair the English and Arikara words with the same meaning on each line.

    coat   ščiskookuú'   čiškookuú'   man's shirt   waakuukakookuú'

    dress   uukawítš   slip   uuka'IhwiítA   ring

    uukawikaawí'u'   uukawikúsu'   hat   vest

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

    f. ______________________________

    g. ______________________________

4. Tičé no' nakuwaákA saNIšíni'?

   a. Do you want a vest? Yes, I want a yellow one.
   b. Does he have a shirt with vertical stripes? No, he has a coat with vertical stripes.
   c. Do you have a slip? Is it blue?
   d. I have a red dress. I want a red hat.
   e. Does he want a ring? Yes, he wants a purple one.

5. Tičé no' nakuwaákA saNIštaakAhníni'?

   a. TiRAhkAxií' uukawikúsu' nataree'uúxU.

   b. Ka nawaakuukákot? Ka nooNAsaapé?

   c. Ka naRAhkAxií' uuka'IhwiítA natšuúsU?

   d. Ka NAxčiškót? Ka naraaNUstAhkataá'A?

   e. TaatIščiskót načiRAhpAhaátU.

6. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. leather shoes
   b. bracelet
   c. beaded belt
   d. glove
   e. long johns
   f. moccasin
   g. underwear
   h. shoe
   i. earring
   j. beaded moccasin
   k. apron
   l. socks
   m. clock
   n. belt

7. Šuxwaáko' saNIštaakAhníni'.

   a. uukawí'u'
   b. nuxkookuuRAhkaawí'u'
   c. Axkateehiítu'
   d. čiNIšthuneepiínu'
   e. xúhtš
   f. huuNUxkaawí'u'
   g. xuuNIsáhniš
   h. awitakúxu'
   i. šawítš
   j. šakUhnukaahákUx
   k. škookuú'
   l. xUhtsiíšu'
   m. xUhčíNIš
   n. huuNUxkaawí'u'

8. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. He's wearing a beaded belt.
b. Are you wearing long johns?
c. I'm wearing an apron.
d. Is she wearing earrings?
e. Are you wearing leather shoes?
f. Mary is wearing socks.
g. Is Sally wearing a bracelet?
h. Am I wearing moccasins?
i. Are you wearing a belt?
j. The baby is wearing underwear.

9. Šuxwaáko' saNIštaakAhníni'.

a. ka naaxAxuúwot xúhtš?
b. tAxiitawitákUx
c. taatIškoówot škookuú'
d. ka NAxiitIšáwe?
e. tohnaanuukaáwa
f. tatisthunét
g. ka nootawitákUx?
h. teešuúwot xuuNIsáhniš
i. ka naatukoówot huuNUxkaawí'u'?
j. teešuúwot Axkateehiítu'

10. Tiče no' nakuwaákA saNIšíni'?

a. bracelet
b. leather shoes
c. glove
d. hat
e. socks
f. beaded belt
g. slip
h. long johns
i. ring
j. moccasins

11. Tiče no' nakuwaákA saNIštaakAhníni'?

a. huuNUxkaawí'u'
b. uukawítš
c. awitakúxu'
d. uukawí'u'
e. xúhtš
f. uuka'IhwiítA
g. thuneepiínu'
h. waakuukakookuú'
i. uukawikúsu'
j. xUhčíNIsh
k. šakUhnukaahákUx

12. Make each statement into a question.

a. Ka naaxIškoówot škookuú'?
b. Ka naatAxuúwot xúhtš?
c. WiítA ka nohnaanuukaáwa?
d. Ka naaxAxuúwot Axkateehiítu'?
e. Ka natiitIšáwe?
f. Ben ka nosthunét?

14. Tičé no' nakuwaákA saNIšíni'?

a. Mary wears an apron.
b. Her mother wears beaded moccasins.
c. My grandmother wears earrings.
d. Your uncle wears a beaded belt.
e. Is her husband wearing gloves?
f. Does the boy wear long johns?

TEST YOURSELF

Translate these conversations, first from Arikara to English, then from English to Arikara. There is one new word:

	šakUhnukaahákUx	'clock, watch, time piece'
A.	Wetikaahunaaničiwiniitaánu'.	'The weather is changing.'
	Heé', naáNIt tipsí'. Taaxaá'.	'Yes, it's really cold. It's snowing.'
	Hąą́'Ax ka neškoówot škookuú'?	'Is your father wearing gloves?'
	Heé', tiškoówot škookuú'. Teenaásu'.	'Yes, he's wearing gloves. He's cold.'
	Ka naanaásu'?	'Are you cold?'
	Kaakí', taatukoówot nuxkookuuRAhkaawí'u'.	'No, I'm wearing long johns.'
B.	Ka NAxtá šakUhnukaahákUx?	'Do you have a clock?'
	Haá', tAhná šakUhnukaahákUx.	'Yes, I have a clock.'
	Tičę weniita'uúkUt?	'What time is it?'
	Nooxíni' na áxkUx weti'UhtáhAt.	'It's after eleven.'
	TikuNAsá'Ux. SíšWA.	'I'm hungry. Let's go.'

SAMPLE SETS OF VERB FORMS

1. Mary tiRAhkAxií' uukawíts̆ 'Mary is wearing a dress.'

Declarative		Interrogative	
I am wearing a _____	taNAhkAxií' _____	am I wearing a _____?	ka naNAhkAxií' _____?
you are wearing a _____	tAxtAhkAxií' ____	are you wearing a ____?	ka NAxtAhkAxií' ____?
he is wearing a _____	tiRAhkAxií' _____	is she wearing a ____?	ka naRAhkAxií' _____?

2. Mary tiščiskót. 'Mary is wearing a ring.'

I am wearing a hat	tAtčiškót	am I wearing a hat?	ka NAtčiškót?
you are wearing a hat	tAxčiškót	are you wearing a hat?	ka NAxčiškót?
he is wearing a hat	tičiškót	is she wearing a hat?	ka načiškót?
I am wearing a ring	taatIščiskót	am I wearing a ring?	ka naatIščiskót?
you are wearing a ring	taaxIščiskót	are you wearing a ring?	ka naaxIščiskót?
he is wearing a ring	tiščiskót	is he wearing a ring?	ka neščiskót?
I am wearing a vest	tAtwaakuukákot	am I wearing a vest?	ka NAtwaakuukákot?
you are wearing a vest	tAxwaakuukákot	are you wearing a vest?	ka NAxwaakuukákot?
he is wearing a vest	tiwaakuukákot	is he wearing a vest?	ka nawaakuukákot?

3. Tiikoówot huuNUxkaawí'u'. 'He is wearing underwear.'

Declarative		Interrogative	
I am wearing ____	taatukoówot ____	am I wearing ____?	ka naatukoówot ___?
you are wearing ___	taaxukoówot ____	are you wearing ___?	ka naaxukoówot ___?
he is wearing _____	tiikoówot ______	is he wearing ____?	ka neekoówot _____?

4. Mary tiškoówot škookuú'. 'Mary is wearing gloves.'

Declarative		Interrogative	
I am wearing ____	taatIškoówot ___	am I wearing ____?	ka naatIškoówot ___?
you are wearing ___	taaxIškoówot ____	are you wearing ____?	ka naaxIškoówot ___?
he is wearing ____	tiškoówot ____	is he wearing ____?	ka neškoówot ____?

5. Mary teešuúwot xúhtš. 'Mary is wearing shoes.'

Declarative		Interrogative	
I am wearing ____	taatAxuúwot ____	am I wearing ____?	ka naatAxuúwot ____?
you are wearing ____	taaxAxuúwot ____	are you wearing ____?	ka naaxAxuúwot ____?
she is wearing ____	teešuúwot _____	is he wearing ____?	ka naaxuúwot ____?

6. Mary tootawitákUx. 'Mary is wearing an apron.'

Declarative		Interrogative	
I am wearing an apron	tatiitawitákUx	am I wearing an aprong?	ka natiitawitákUx?
you are wearing an apron	tAxiitawitákUx	are you wearing an apron?	ka NAxiitawitákUx?
she is wearing an apron	tootawitákUx	is she wearing an apron?	ka nootawitákUx?

7. Bob tosthunét. 'Bob is wearing a belt.'

Declarative		Interrogative	
I am wearing a belt	tatisthunét	am I wearing a belt?	ka natisthunét?
you are wearing a belt	tAxisthunét	are you wearing a belt?	ka NAxisthunét?
he is wearing a belt	tosthunét	is he wearing a belt?	ka nosthunét?

8. Mary tootIšáwe. 'Mary is wearing a bracelet.'

Declarative		Interrogative	
I am wearing a bracelet	tatiitIšáwe	am I wearing a bracelet?	ka natiitIšáwe?
you are wearing a bracelet	tAxiitIšáwe	are you wearing a bracelet?	ka NAxiitIšáwe?
she is wearing a bracelet	tootIšáwe	is she wearing a bracelet?	ka nootIšáwe?

9. Mary tohnaanuukaáwa. 'Mary is wearing earrings.'

Declarative		Interrogative	
I am wearing earrings	tatihnaanuukaáwa	am I wearing earrings?	ka natihnaanuukaáwa?
you are wearing earrings	tAxihnaanuukaáwa	are you wearing earrings?	ka NAxihnaanuukaáwa?
she is wearing earrings	tohnaanuukaáwa	is he wearing earrings?	ka nohnaanuukaáwa?

NOTE TO READER:

Now you have enough basic information about Arikara to begin to use it as a speaker. This last section of introductory lessons will expand your knowledge of the language from speaking of the present to speaking of the past and the future. You will also learn several additional necessary topics. In keeping with your ability to understand and analyze better, you will find the conversations to be longer and more traditional.

LESSON 41*

Aspect: Perfective/Imperfective

CONVERSATION

Witiišuxtii'Uxísto' nakuwaákA t^{i}naroósI saNIšíni'.

John:	ŠuuxItkoóku'! TičistaWAhnaáhu'. TičistaWAhnaáhu' niinačootšakaáWI NAhkAxiikátit.	John:	Listen! The bell is ringing. It's ringing at the Catholic church.
Ella:	Hąą́', nikutehní' čistawáko' načipiriíNU. Nuxkatiisí'U naawaaWIȟtíkUx tuxtaápI čistawáko' načipiriíNU.	Ella:	Yes, it must be the new bell. The preacher bought a new bell last night.
John:	Čistawáko' tičipirií'I. há'A? Tunaahé'. Axtóh tiwakaraaNIhuí'U.	John:	The bell is new, isn't it? That's good. It sure is loud.
Ella:	Wáh, parúNIt! SíšWA iinaRAhkaawií'It iinačootšakaáWI. T^{i}nakatiisí'U koxteeraahnaakawaakaroóku'.	Ella:	Now, hurry! Let's go to the meeting there at the church. Tonight we will sing songs.

VOCABULARY

Witiišuxtii'Uxísto' nakuwaákA t^{i}naroósI saNIšíni'.

naawaaWIhtíkUx	'preacher, minister'
čistawáko'	'bell'
čipiriin (tičipirií'I)	'to be new (it's new)'
niinačootšakaáWI	'where the church is'
NAhkAxiitaaká	'Episcopalian'

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*This is a double lesson. Plan to study it for as long as it takes to study two lessons.

NAhkAxiikátit	'Catholic'
čistaWAhnaa (tičistaWAhnaáhu')	'bell to ring (the bell is ringing)'
raakawaakarooku (tiraakawaakaroóku')	'to sing songs (he is singing songs)'
wakaraaNIhuun (tiwakaraaNIhuú'U)	'to be loud (it's loud)'
nuxkatiisí'U	'last night'
raapih (tiraápI)	'to buy it (he buys it)'
rahkaa (tiRAhká)	'to be meeting (they are inside)'
iinaRAhkaawiítIt	'meeting' (literally, where they are meeting)
há'A	'isn't it?'
šuuxItkoóku'	'Listen!'
hásI	'Look!'
hunax (tIhunáx)	'to find it (he finds it)'
kuxik (tikúxIt)	'to pick it up (he picks it up)'
kootik (tikoótIt)	'to kill it (he kills it)'
ta'uut (tita'út)	'to steal it (he steals it)'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. he buys it
b. Catholic
c. last night
d. he steals it
e. preacher
f. isn't it?
g. they are singing songs
h. it's loud
i. it's new
j. surely
k. the bell is ringing
l. Look!
m. meeting
n. minister
o. he kills it
p. Episcopalian
q. where the church is
r. Listen!
s. bell
t. he picks it up
u. he finds it

2. Šuxwaáko' saNIštaakAhníni'.

a. niinačootšakaáWI
b. šuuxItkoóku'
c. tiraakawaakaroóku'
d. NAhkAxiitaaká
e. há'A
f. tikoótIt
g. NAkAxiikátit
h. tIhunáx
i. tičipirií'I
j. tita'út

k. tikúxIt

l. iinaRAhkaawiítIt

m. nuxkatiisí'U

n. Axtóh

o. tičistaWAhnaáhu'

p. naawaaWIhtíkUx

q. tikoótIt

r. tiraápI

s. hásI

t. čistawáko'

u. tiwakaraaNIhuú'U

+3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. Let's go to the meeting at the Catholic church.
b. The minister is buying the bell.
c. Look! The woman bought the dress.
d. The bell is ringing, isn't it?
e. Let's go to the meeting at the Episcopalian church.
f. Listen! The bell is loud.
g. The coat is new, isn't it?
h. The bell is new, isn't it?
i. Listen! These three are singing Round dance songs.
j. The preacher is singing. He is loud.

GRAMMAR AND SENTENCE PATTERNS

1. Tičé no' nakuwaákA saNIštaakAhníni'?

tiraanoóku'

tičíkAt

tAhnaanoóku'

Tičé no' nakuwaákA saNIštaakAhníni'?

tiraanoóku' nuxkatiisí'U

tičíkAt nuxkatiisí'U

tAhnaanoóku' nuxkatiisí'U

In the first set, the English equivalents are:

he's singing
he's crying
I'm singing

In the second set, the English equivalents are:

he was singing last night
he was crying last night
I was singing last night

Study the verbs in the two sets of Arikara sentences. They are the same although one set is translated into present tense English, while the other is translated into past tense English. How can that be?

Notice the use of the word nuxkatiisí'U 'last night' in the second set. You cannot say, 'He is singing last night.' The context of that sentence makes it necessary to translate tiraanoóku' as 'He was singing', although there is no change in the Arikara verb.

In Arikara conversation it is the context rather than the verb form that tells the listener which meaning is intended.

Practice

†1. Tičé no' nakuwaákA saNIštaakAhníni'?

a. TaatItká nuxkatiisí'U.

b. TAxtaanoóku' t^{i}nakatiisí'U. (tonight)

c. At^{i}ná' tiroóku' tiNUsuusaakaríčI. (yesterday)

d. Billy títka tiíNI híNAx. (tonight)

In addition, there is a special verb form an Arikara speaker may use when speaking of the past. This will be discussed in the next lesson.

In the sentence sets above the speaker of the sentences uses the present or past tense of the verb in relation to the time that the action takes place.

Verb tense tells us whether the action or state...

...is taking place while the person is speaking (present tense).
...took place before the time he is speaking (past tense).
...or will take place sometime after he is speaking (future tense).

2. Within the notion of past tense there are special contrasts which are part of conversational Arikara just as they are part of conversational English.

What is the difference in meaning between these two English sentences, since either of them could answer the question "Where is John?"

a. John went to town.
b. John was going to town.

In sentence a, the action happened: it was completed or finished. In otherwords, 'John is not around here; he left for town.'

In sentence *b*, the action is continuous and may not have been completed. In other words, 'John was on his way to town, but he may not have actually arrived there.'

The grammatical distinction between a completed action and a continuing action is called *aspect*. Aspect is concerned with time, but not in the same way that tense is concerned with time. Aspect can be used with present, past, and future tense.

In Arikara there are seven aspects, but two are fundamental to all the others. We will discuss these two, perfective and imperfective, in this lesson.

When a verb form indicates the action is completed within a relatively short span of time, the verb has a *perfective aspect*.

When a verb form indicates the action is continuing over a relatively longer span of time and may or may not be completed, the verb has an *imperfective aspect*.

Practice

+2. State whether the verb is in the imperfective aspect or the perfective aspect.

a. He was singing.
b. I ate.
c. You were crying.
d. He sang.
e. She cried.
f. I was eating.
g. They were ringing the bell.

Every verb has two forms: perfective and imperfective.

To show the proper aspect the Arikara verb has four different forms, often a special suffix added to the verb stem. There are four basic verb forms:

a. the independent perfective
b. the subordinate perfective
c. the independent imperfective
d. the subordinate imperfective

a. *The Independent Perfective*. In most cases the independent perfective aspect does not need a special suffix because it is simply the verb stem. For example,

tičíkAt	'he cried'
(ti + čikak)	
tAtkúxIt	'I picked it up'
(ta + t + kuxik)	

However, when the stem ends in a vowel, frequently a glottal stop comes immediately after the vowel. For example,

tiró'	'he made it'
(ti + ra-u)	

b. The Subordinate Perfective. In contrast, the subordinate perfective is shown in one of four ways. There is no way to predict which form a verb will take for the subordinate perfective. One must simply memorize the form for each stem.

Since there are four forms, all Arikara verbs, except descriptive verbs, can be classified according to their subordinate form. For example,

Class I takes the suffix a.

nakukootíkA	'to kill it'
(na + ku + kootik + a)	
naawáxkA	'the one who laughed'
(na + awaxk + a)	

Class II takes the suffix i.

t^{i}naaríčI	'this one standing'
(ti + na + arik + i)	
nakuta'uútI	'to steal it'
(na + ku + ta'uut + i)	

Class III does not take a suffix, but the stress changes from the last syllable in the independent form to the next to the last syllable.

Independent Form		Subordinate Form
Nootiišá	'There he lies.'	t^{i}naáxA 'this one (lying)'
(noo + ti + i + xa)		(ti + na + xa)
Wetíro'	'He made it.'	Tunaahé nakurá'U. 'It's good for him to make it.'
WetaatItká.	'I slept.'	Tunaahé nakítkA. 'It's good for him to sleep.'
Wetiwaawa'á.	'He ate.'	Tunaahé nakuwaawá'A. 'It's good for him to eat.'

These are the forms for verbs in this class:

	Independent Form	Subordinate Form
'to make'	ró'	rá'U
'to sleep'	itká	ítkA
'to eat'	waawa'á	waawá'A
'to lie'	xá	xA
'to find'	hunáx	húNAx

Class IV does not take a suffix.

t^{i}naákUx	'this one sitting'
(ti + na + kux)	
nacíkAt	'the one who cried'
(na + čikak)	

c. The Independent Imperfective. This aspect takes the suffix hux. When hux is at the end of a word, the final x is dropped and the vowel in the final syllable of the verb stem may become long. For example,

tiroóku'	'he's making it'
(ti + rook + hux)	
šitaatapáku'	'he and I are fighting'
(si + ta + t + apak + hux)	

d. The Subordinate Imperfective. This aspect also takes the suffix hux. When hux is at the end of a word, the final x is dropped, but nothing is substituted for it. The vowel in the final syllable of the verb stem keeps its original length. For example,

nakuroóku	'to be making it'
(na + ku + rook + hux)	
naapáku	'the fighting one'
(na + apak + hux)	

Practice

3. In this exercise you are given a verb stem and the class to which it belongs. Write the subordinate perfective form for each verb stem.

a.	hunax	Class III
b.	awí’At	Class I
c.	wo	Class IV
d..	ta’uut	Class II
e.	itka	Class III

4. Name the subordinate perfective class for each of these verb stems.

   a. ra-u

   b. čikAt

   c. anaasu

   d. awiriitaan

   e. wa’a

5. Give the subordinate perfective form for each verb.

   a. ra-u

   b. čikAt

   c. kuxik

   d. awiriitaan

   e. wa’a

†6. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

   a. the fighting one
   b. to be drinking
   c. It’s good for him to sleep.
   d. He killed it.
   e. the one who laughed

† 7. Šuxwaáko' saNIštaakAhníni'.

a. TAtkúxIt.

b. t^{i}naákUx

c. KA šiNAxtó'?

d. t^{i}naáxA

e. Ka NAxčiikaáhu'?

ADDITIONAL VOCABULARY

These verb stems are useful examples for perfective/imperfective aspects. In addition, you will expand the number of topics you are able to talk about in Arikara.

Verb Stem	English	3rd person sing.	Class
haakeeriwat	to open it (for ex., a door)	tIhaakeeríWAt	II
kUx	to be sitting	t^{i}naákUx	IV
kakatk	to cut it	tikákat	I
arik	to be standing	teéRIt	II
xa	to lie	tiišá	III
waaka-u	to say	tiwaáko'	irregular

To summarize:

	Perfective Aspect	Imperfective Aspect
Independent Verb Form	1. Verb stem ending in a consonant takes no suffix. 2. Verb stem ending in a vowel usually takes a glottal stop.	1. Takes suffix hux. 2. hux becomes hu' with a long vowel in the preceding syllable.
Subordinate Verb Form	1. Takes suffix a. 2. Takes suffix i. 3. No suffix, but stress changes. 4. No suffix.	1. Takes suffix hux. 2. hux becomes hu.

The following chart shows the classifications for the verbs you have learned:

Class I suffix a	Class II suffix i	Class III stress change	Class IV no suffix, no stress change
awaxk	ta'uut	a	anaasu
awí'At	iš	hunax	apaku
awiriitaan		itka	čiikaahu
kootik		kuxik	čikAt
raapih		ra-u	čistaWAhnaa
rat		wa'a	haakawa'as
			in...kaa'a
			isčipi
			RAxwe'
			un...RAsa'Ux
			waaWIhtiiku
			wo

TEST YOURSELF

†1. Tičé no' nakuwaákA saNIšíni'? ŠuuNUxtaniíno' saNIšíni'.

- a. It must be the new belt.
- b. He's saying it.
- c. He made it last night.
- d. to hit it
- e. to pick it up
- f. He cried.
- g. The preacher is singing at the Episcopal church.
- h. It's good for him to eat.
- i. He opened it.
- j. the one who cried

†2. Tičé no' nakuwaákA saNIštaakAhníni'.

- a. TikoótIt.
- b. NAtkukakátkA
- c. ŠuuxItkoóku'! TičistaWAhnaáhu'.
- d. t^{i}naaríčI
- e. Nuxkatiisí'U naawaaWIhtíkUx tuxtaápI čistawáko'.
- f. nakukootíkA
- g. SíšWA iinaRAhkaawiítIt.
- h. Nootiišá.
- i. Koxteeraahnaakawaakaroóku'.
- j. nakiíšI

ANSWERS

Vocabulary

Practice

3. a. SíšWA iinaRAhkaawiítIt iinačootšakaáWI NAhkAxiikátit.
   b. NaawaaWIhtíkUx tiraápI čistawáko'.
   c. HásI! Sápat tiraápI uukawítš.
   d. tičistaWAhnaáhu', há'A?
   e. SíšWA iinaRAhkaawiítIt iinačootšakaáWI NAhkAxiitaaká.
   f. ŠuuxItkoóku'! Čistawáko' tiwakaraaNIhuú'U.

g. Uukawikúsu' tičipirií'I, há'A?

h. Čistawáko' tičipirií'I, há'A?

i. ŠuuxItkoóku'! T^{i}naanoóku' čiikaá'Ux.

j. NaawaaWIhtíkUx tiraanoóku'. TiwakaraaNIhuú'U.

Grammar and Sentence Patterns

Practice

1. a. He slept last night.
   b. You are singing tonight.
   c. My mother made it yesterday.
   d. Billy is sleeping tonight.

2. a. imperfective
   b. perfective
   c. imperfective
   d. perfective
   e. perfective
   f. imperfective
   g. imperfective

6. a. naapáku
   b. nakučiíkAhu
   c. Tunaahé nakítkA.
   d. TikoótIt.
   e. naawáxkA

7. a. I picked it up.
   b. this one sitting
   c. Did you two make it?
   d. this one lying
   e. Are you drinking?

Test Yourself

1. a. Nikutehní' čistawáko' načipiriíNU.
   b. tiwaakaáhu'
   c. Tiroóku' nuxkatiisí'U.
   d. nakiíšI
   e. nakukúxIt
   f. tičíkAt
   g. NaawaaWIhtíkUx tiraanoóku' niinačootšakaáWI NAhkAxiitaaká.
   h. Tunaáhe nakuwaawá'A.
   i. TIhaakeeríWAt.
   j. načíkAt

2. a. He killed it.
   b. for me to cut it
   c. Listen! The bell is ringing.
   d. this one standing
   e. The preacher bought a new bell.
   f. to kill it
   g. Let's go to the meeting!
   h. There he lies.
   i. We'll sing songs.
   j. to hit it

LESSON 42

Speaking of the Past

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Two friends meet.

John:	SináNI, čukú NAxuúxAt nuxkatiisí'U?	'My friend, where did you go last night?'
Alfred:	TatuúxAt niinaRAhkaáhu. Tatuxtaanoóku'.	'I went to the dance. I was singing.'
John:	Ka NAxúxtAt haakariiWAhnaaníkUx?	'Did you take the drum?'
Alfred:	Heé', tAhnána haakariiWAhnaaníkUx na šíhUx haakakUsákUx.	'Yes, I have a drum and five drumsticks.'
John:	Ka nooxAsuú'a' tiNUsuusaakaríčI?	'Did it rain yesterday?'
Alfred:	Kaakí'. TooxAxaá'. Taaxaá' t^{i}nakatiisí'U haáwa'. Tehnapsí'.	'No, it snowed. It's snowing tonight, too. It must be cold.

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

sináNI	'my friend'
tiNUsuusaakaríčI	'yesterday'
t^{i}nakatiisí'U; also tiíNI híNAx	'tonight'
čéstIt	'far off, far away'
rat (tíRAt)	'to take it (he takes it)'
in...kaa'a (takaa'aáhu')	'to dance (he dances)'
haakariiWAhnaaníkUx	'drum'
haakakUsákUx	'drumstick'
at (tí'At)	'to go' (he's going)

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. far off	f. last night
b. yesterday	g. he dances
c. he takes	h. drumstick
d. drum	i. tonight
e. my friend	

2. Šuxwaáko' saNIštaakAhníni'.

a. tiíNI híNAx	f. t^{i}nakatiisí'U
b. nuxkatiisí'U	g. tíRAt
c. haakariiWAhnaaníkUx	h. haakákUsákUx
d. sináNI	i. takaa'aáhu'
e. tiNUsuusaakaríčI	

†3. ŠuuNUxwakunaasíhtš saNIšíni'. These questions refer to the conversation at the beginning of this lesson.

a. Čukú Alfred nuúxAt nuxkatiisí'U?

b. Alfred ka nuxtaanoóku'?

c. Alfred tičé núxtAt?

d. Ka nooxAxaá' t^{i}NUsuusaakaríčI?

e. Ka naawirísto' t^{i}nakatiisí'U?

GRAMMAR AND SENTENCE PATTERNS

1. Past Tense Prefix ux

Sometimes it is necessary to show that an action or activity occurred in the past and not in the present. If a speaker wants to make this difference clear, he can use the past tense prefix ux. When ux is used the hearer knows that the activity has been completed. For example:

tuxtaanoóku'	'he was singing'
tuxčíkAt	'he cried'
tatuxtaanoóku'	'I was singing'

Study the elements of these verbs in the past tense. Underlined letters indicate sound changes.

a. tuxtaanoóku'	'he was singing'
ti + ux + raanoóku'	
ti	indicative prefix
ux	past tense prefix
raanoóku'	verb stem
b. tuxčíkAt	'he cried'
ti + ux + číkAt	
ti	indicative prefix
ux	past tense prefix
číkAt	verb stem
c. tatuxtaanoóku'	'I was singing'
ta + t + ux + raanoóku'	
ta	pronoun prefix
t	indicative prefix
ux	past tense prefix
raanoóku'	verb stem

Observe that the past tense prefix ux comes after the indicative prefix and the subject noun prefix; it precedes the verb stem. Thus,

indicative prefix + subject pronoun prefix + past tense prefix + verb stem

(The prefixes in and ut come after the subject pronoun prefix and before the past tense prefix. When they occur with ux, certain sound changes occur; they are discussed below. The prefixes raak and raan, which mark plural subjects, follow the past tense prefix ux.)

Practice

†1. Change these verbs into the past tense.

a. teepáku'
b. tAtwaaWIhtiíku'
c. tAxciikaáhu'
d. tiRAxwé'
e. taatItká
f. tAxtoóku'

There are several special changes to remember for certain verb forms:

a. When the 3rd person plural subject prefix in combines with the past tense prefix ux, the result is iš. For example,

tištaanoóku'	'they sang'
ti + in + ux + raanoóku'	
ti	indicative prefix
in	3rd person plural subject prefix
ux	past tense prefix
raanoóku'	verb stem

...because in + ux becomes iš.

b. When the preverb ut combines with the past tense prefix ux, the result is Usux. For example,

tUsuuxeéRIt	'he saw him'
ti + ut + ux + eéRIt	
ti	indicative prefix
ut	preverb
uux (ux)	past tense prefix
eéRIt (eerik)	verb stem

...because ut becomes Us before ux.

c. When the 3rd person plural subject prefix in, the preverb ut, and the past tense prefix ux combine, the result is iisux. For example,

šitiisuuxeéRIt	'they saw him'
ši + ti + in + ut + ux + eéRIt	
ši	
ti	indicative prefix
in	3rd person plural subject prefix
ut	preverb
uux (ux)	past tense prefix
eéRIt (eerik)	verb stem

...because in + preverb ut + ux become iisux.

Practice

†2. Tičé no' nakuwaákA saNIštaakAhníni'? Remember, in Arikara conversation it is often the context rather than the verb form that tells the listener which meaning is intended.

a. TaatItká nuxkatiisí'U.

b. TAxtaanoóku' t^{i}nakatiisí'U.

c. TiNUsuusaakaríčI at^{i}ná' tiroóku?

d. HaakariiWAhnaaníkUx tiraahuú'U nuxkatiisí'U.

e. Billy títka tiíNI híNAx.

†3. In this exercise the perfective/imperfective aspects are included. Šuxwaáko' saNIštaakAhníni'.

a. TuuxItká nuxkatiisí'U.

b. T^{i}NUsuusaakaríčI tiwaaWIhtít.

c. IwaaníRIš tuuxapáku' tUhkaakákAt.

d. T^{i}NUsuusaakaríčI xáx tuxtaanoóku' niinačootšakaáWI.

e. NeeNAhtakú'U tuxtoóku' haakAxtáwa.

†4. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. I was looking for the dog.
b. My sister wore a new dress.
c. Susie went to New Town yesterday.
d. Your grandchild was drinking milk.
e. His father ate dinner last night.

2. Inferential prefix teh.

Study these two English sentences. Is there any difference in their meanings?

a. It's cold.
b. It's snowing, it must be cold.

Yes, there is a difference. The first sentence is a statement of observed fact. In the second sentence, the fact is assumed because there is some evidence leading to that conclusion. You may be indoors and unaware of the exact outdoor temperature reading. However, the evidence of falling snow leads you to assume that the temperature is low; therefore 'it must be cold.'

Arikara speakers indicate the same differences. Study these Arikara sentences.

Tipsí'.	'It's cold.'
Taaxaá'. Tehnapsí'.	'It's snowing. It must be cold.'
(teh + na + psí')	

The prefix teh shows that the speaker feels certain that something occurred although he does not actually experience it or see it happen.

teh is always used with a second prefix na, which occurs in place of the indicative prefix. The purpose of na will be discussed at another time. For the present, you need only to remember to join the two prefixes. teh na infers from the evidence that something is happening or has happened and is translated into English as '(he/she/it) must have ____ed or must be _______ing'. For example,

a. tehnuxčíkAt	'he must have cried'
teh + na + ux + číkAt	
teh + na	inferential prefix combination
ux	past tense prefix
číkAt	verb stem
b. tehnatšuú'Us	'it must be purple'
teh + na + tšuus	
teh + na	inferential prefix combination
tšuus	verb stem
c. tehnó' sáhniš	'he must be an Arikara'
teh + na + u + ' + sáhniš	
teh + na	inferential prefix combination
u	verb stem
'	perfective aspect prefix
sáhniš	Arikara

Practice

†5. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. They (du.) must have had a dog.
b. John must be at home.
c. It's cold. It must be snowing tonight.
d. They must have cried softly last night.
e. That woman must be a Sioux lady.

†6. Šuxwaáko' saNIštaakAhníni'.

a. Tehniíhi' čéstIt niinanuunakaáWI Peter.

b. Nuxkatiisí'U niineétAt tehnaraáNAt.

c. NuunawaaríčI šhí'A phiináNIt tehnišwaaWIhtiíku'.

d. T^{i}nawaaríčI wiítA šíhUx tehninaakaroóku' haaNUtkúsu'.

e. At^{i}ná' sAhuukaraní tehnúxtAt niineetúhk^{U}x NAhtAsuutaaká.

TEST YOURSELF

1. Match the English equivalent in Column B with the Arikara items in Column A.

A

_____ čéstIt

_____ tiwó'

_____ haakariiWAhnaaníkUx

_____ t^{i}nakatiisí'U

_____ takaa'aáhu'

_____ sináNI

_____ tiNUsuusaakaríčI

_____ tiriwó'

_____ tiíNI híNAx

_____ haakakUsákUx

B

a. drum

b. he's dancing

c. yesterday

d. he's going

e. tonight

f. he's taking it

g. far away

h. drumstick

i. tonight

j. my friend

Learn this additional vocabulary to help you understand these sentences.

Additional Vocabulary

hináxtIt	'early this morning'
niineétAt	'town'
sAhuútš	'shawl'
skána	'alone'

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†2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. John na Edith šitehnará xaawaarúxti'.

b. Nuxkatiisí'U piiráts̆ naáNIt tiiNItkáwa.

c. ŠuuxItkoóku'!

d. HináxtIt atí'Ax na tiWIsíRIš šitehnuxwaawa'á.

e. Alfred tuúxAt niinaRAhkaáhu.

†3. Šuxwaáko' saNIštaakAhníni'.

a. My mother must have taken a shawl to Cannon Ball.
b. Alfred was going to the dance last night.
c. John was singing. He must be tired.
d. It must be far away where the dance is.
e. My father and my grandfather must be singing at the dance in New Town.

ANSWERS

Conversation and Vocabulary

Practice

3. a. TuúxAt niinaRAhkaáhu.

b. Heé'. Tuxtaanoóku'.

c. TúxtAt haakariiWAhnaaníkUx na šíhUx haakakUsákUx.

d. Heé', tooxAxaá'.

e. Kaakí'. Tehnapsí'.

Grammar and Sentence Patterns

Practice

1. a. tuuxapáku'

b. tatuxwaaWIhtiíku'

c. tAxuxčíkAt

d. tuxtAxwé'

e. tatuuxItká

f. tAxuxtoóku'

2. a. I slept last night.
b. You are singing tonight.
c. My mother made it yesterday.
d. The drum was ruined last night.
e. Billy is sleeping tonight.

3. a. He slept last night.
b. He talked yesterday.
c. His uncle is fighting in Crow country.
d. Your mother sang in church yesterday.
e. Her husband made the table.

4. a. TatuxtAxwé’ xaátš.
   b. Atítat tuxtAhkAxií’ uukawítš načipiriíNU.
   c. T^{i}NUsuusaakaríčI Susie tuúxAt NiineetUhčipiriíNU.
   d. Anátš tuxčiikaáhu’ etčiísu’.
   e. Hi’áxti’ tuxwaawa’á nuxkatiisí’U.

5. a. Šitehnúxta xaátš.
   b. John tehnakaákUx.
   c. Típsi’. T^{i}nakatiisí’U tehnaaxaá’.
   d. Nuxkatiisí’U phiináNIt tehnuxtAhčíkAt.
   e. NuunaákUx sápat swaátuh téhno’.

6. a. It must be far away where Peter’s house is.
   b. They must have gone to town last night.
   c. Those Chippewas must have been talking softly.
   d. Those five men must be singing Lodge Grass society songs.
   e. My mother must have taken a Pendleton blanket to White Shield.

Test Yourself

2. a. John and Edith must have a horse.
   b. The children really slept last night.
   c. Listen! They (du.) must be fighting.
   d. My father and my uncle must have eaten early this morning.
   e. Alfred went to the dance.

3. a. At^{i}ná’ sAhuúţš tehnúxtAt niineetúhkUx niškúsu’.
   b. Alfred tuúxAt niinaRAhkaáhu nuxkatiisí’U.
   c. John tuxtaanoóku’. Tehnaawí’At.
   d. Tehniíhi’ čéstIt niinaRAhkaáhu’.
   e. Atí’Ax na atípa’ šitehnaraakaroóku’ niinaRAhkaáhu
      niineetUhčipiriíNU.

LESSON 43

Assertive Mode

CONVERSATION

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

Daughter:	At^{i}ná’, cukú ná’At atíka’?	'Mother, where is Grandma?'
Mother:	Áka’ neenitkaaka’iíšAt. Wetaraawísa’ nakuraananá’U tiíNI. WetAhunaananita’á.	'Grandma went to the garden. It’s time to plant now. The ground is warm.'
Daughter:	NeetuuteéRIt. TiíkUx iiNAhaápI čiNIhnaáku’. Kohnaawí’At. Koxtí’At anuuhá’I na koxtuutIštatata’uúhAt.	'I see her. She’s sitting by the ash tree. She must be tired. I’ll go there and help her.'
Mother:	Hawáh. Tunaahé. Natsú naáNIt natsiinawá’; na kaakehtakoówa’.	'Okay. That’s good. But you must really work and don’t play!'
Daughter:	Hąą́, koxtuúta atíštIt.	'Yes, I’ll do well.'

VOCABULARY

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

itkaaka’iišat (titkaaka’iíšAt)	'to go to the garden (he goes to the garden)'
ka’iišat (tika’iíšAt)	'to go into the weeds (he goes into the weeds)'
waraaka’iišat (tiwaraaka’iíšAt)	'to go into the woods (he goes into the woods)'
in...hunaananita’aan (tAhunaananita’á)	'ground to become warm (the ground is warm)'
raanana-u (tiraanáno’)	'to plant (a garden) (he planted a garden)'
raanook (tiraanoóku’)	'to plant (one thing) (he planted (one thing))'

ut...ištatata'uuhak (tuutIštatata'uúhAt)	'to help (he's helping)'
ahtakoowa'a (tehtakoowá')	'to play (he plays)'
čiNIhnaáku'	'ash tree'
sataáku'	'elm tree'
nakás	'box elder tree'
čitapátš	'willow tree'
WAxačipiriínu'	'cottonwood tree'
tiíNI	'now'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. she planted a garden
   b. cottonwood tree
   c. the ground is warm
   d. he's helping
   e. he goes into the weeds
   f. now
   g. he plants the willow tree
   h. elm tree
   i. he planted (one thing)
   j. he goes into the woods
   k. ash tree
   l. box elder tree
   m. he plays
   n. he goes to the garden
   o. willow tree

2. Šuxwaáko' saNIštaakAhníni'.

   a. nakás
   b. tiraanoóku'
   c. tiíNI
   d. tAhunaananita'á
   e. titkaaka'iíšAt
   f. tuutIštatata'uúhAt
   g. tiraanáno'
   h. čiNIhnaáku'
   i. čitapátš
   j. tehtakoówa'
   k. tika'iíšAt
   l. tiraanoóku'
   m. tiwaraaka'iíšAt
   n. WAxačipiriínu'

3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'. These sentences are based on the Conversation.

   a. It's time to plant now.
   b. My mother planted corn.
   c. His wife is sitting by the elm tree.
   d. Grandma must be tired.
   e. My grandchild is sitting by the willow tree.

GRAMMAR AND SENTENCE PATTERNS

1. Mode

Study these English sentences. What differences of meaning do you find?

a. You went to the store.

b. Did you go to the store?

c. Go to the store!

Each sentence consists of the same set of words. They are, however, arranged differently. Each arrangement expresses a different attitude by the speaker toward the action that he is talking about. In the first one he is making a simple statement of fact. In the second sentence he is not certain of the fact and is posing it as a question. The third sentence expresses his wish that the action be done, and forms a command. These notions and the ways in which they are expressed are called *modes* (or mood).

Sentence *a* is a statement - indicative mode

Sentence *b* is a question - interrogative mode

Sentence *c* is a command - imperative mode

In English there are other modes which show the way the speaker feels about the certainty or actuality of an action or state (that is, whether it occurred or not). The three modes illustrated above, and others that will not be discussed here, are formed variously by: (1) changes in word order; (2) the addition of words like *do* (or *did*), etc.; (3) the dropping of words, as in commands where the pronoun *you* is dropped; and (4) changes in the "tone of one's voice", like the rise in pitch at the end of a sentence that is a question.

Modes are used in Arikara as well as in English. In Arikara, however, modes are expressed by prefixes to the verb. Different modes take different prefixes. They do not require changes in word order in the sentence as in English. Thus, Arikara and English express mode in entirely distinct ways, although the meanings (or speaker's attitudes) are the same.

Two modes in Arikara have already been introduced in earlier lessons; they are the *indicative* and *interrogative*. The indicative mode, it will be recalled, is expressed by the prefix *ta* (or *ti* if the subject is a third person). For example,

*taa*tapáku' - 'I am fighting'

The interrogative mode uses a prefix na. It occurs in place of the indicative ta prefix. This mode also uses a question word (tičé 'what; how', tačé 'who', ka, etc.) that preceds the verb. For example,

tačé ná'At - 'Who went?'

In this lesson a new mode, called the assertive, will be introduced.

2. The assertive mode, as the name implies, asserts or indicates without doubt that something has happened, is happening, or will happen. Ordinarily the person speaking saw the incident or action when it occurred.

The assertive mode is usually translated into English just like the indicative mode, although frequently the English translation will have the helper verb 'do' in it. For example, 'I did go' or 'he does sing'.

Study these verb forms:

a. neetwó'	'I'm going' or 'I do go'
nee + t + wo + '	
nee	assertive mode prefix
t	subject prefix
wo	verb stem
'	perfective aspect prefix
b. niiwó'	'he's going' or 'he does go'
nii + wo + '	
nii	3rd person assertive mode prefix
wo	verb stem
'	perfective aspect prefix

Summary: There are two prefixes to indicate the assertive mode. nii (or sometimes nee) is the 3rd person prefix;

nee is the 1st and 2nd person prefix.

c. neeneetí'At	'I went'
nee + nee + t + i + at	
nee	prefix for completed action
nee	assertive mode prefix
t	subject prefix
i	assertive mode prefix-completed action
at	verb stem

Summary: An additional set of prefixes, nee...i, is used with the assertive prefix to show that the action has been completed and is in the past. Notice the positions of the two parts: nee comes immediately before the assertive mode prefix nee, and i comes immediately after the subject prefix.

3. There are two additional uses for the assertive mode. In these cases the prefix nee, to indicate completed action, is not used and the i generally does not follow the subject pronoun prefix.

a. Frequently, the assertive mode is used when one person is giving instruction to another person. For example,

ŠuuxuúkAt niinaakaáWI; na	neešikúxIt uukawítš.
'Go into the house!	you'll pick up a dress.
neešíRAt anuuhá'I	niinaákUx xáx.
Take it over there	where your mother is.'

b. The assertive mode is also used to tell what the speaker himself, or others, will do later. For example,

Koxtikaa'iíšAt,		na	neetiRAxwé' kóstš.
'I'll go home,		and	I'll look for a pail,
na	neet^{i}niwísa'	tiihá'I.	
and	I'll bring it	here.'	

Practice

†1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

- a. Last night he slept here.
- b. The baby does cry softly.
- c. He's fighting.
- d. I do drink coffee.
- e. You did sing.

†2. Šuxwaáko' saNIštaakAhníni'.

- a. neeniiroóku'
- b. neeščiikaáhu'
- c. neenitká
- d. neeniičíkAt
- e. neehnoóku'

VERB CHARTS

1. at 'to go' - present indicative, perfective aspect

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	taátAt	tsíhWA	šitátWA	tataraahnaáNAt	tAhnaahnaáNAt
2nd	taáxAt	šitáxWA		tAxtaahnaáNAt	
3rd	tí'At	šitíWA		tiraáNAt	

Note: The present indicative, imperfective aspect of this verb is wo.

2. at 'to go' - assertive mode, completed action 'I went', etc.

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	neeneetí'At	neeneešíhWA	neešineetíWA	neeneetiraapó'	neeneeteeraapó'
2nd	neeneeší'At	neešineešíWA		neeneeširaapó'	
3rd	neenií'At	neešiniíWA		neeniiraapó'	

Note: The 3rd person singular verb can be translated either as 'he went' or 'it flew'.

Practice

1. Tiče no' nakuwaákA saNIšíni'?

    a. they (pl.) are going
    b. I went
    c. he's going
    d. you (du.) are going
    e. they (du.) went
    f. he went

2. Tiče no' nakuwaákA saNIštaakAhníni'.

    a. tAxtaahnaáNAt
    b. neeniiraapó'
    c. taátAt
    d. neešineešíWA
    e. neeneeší'At
    f. šitíWA

TEST YOURSELF

†1. Tiče no' nakuwaákA saNIšíni'?

    a. He helped his mother.
    b. She planted a garden.
    c. I'll look for a pail.
    d. He and I are wearing it.
    e. I'm going.

†2. Tiče no' nakuwaákA saNIštaakAhníni'.

    a. Neeneetí'At niinanuunakaáWI John.
    b. NeetuuteéRIt
    c. Atíka' neenitkaaka'iíšAt.
    d. neeneetičíkAt
    e. tiraáNAt

ANSWERS

Grammar and Sentence Patterns

Practice

1. a. Nuxkatiisí'U neenitká tiihá'I.
    b. Piiraá'u' niičíkAt phiináNIt.
    c. Neeneepáku'.
    d. Neetčiikaáhu' tskaatít.
    e. Neeneeširaanoóku'.

2. a. he made it
   b. you do drink
   c. I slept
   d. he cried
   e. I do make it

Test Yourself

1. a. Šáxti' neeneetuutIštatata'uúhAt.

   b. Neeniiraanáno'

   c. NeetiRAxwé' kóstš.

   d. ŠinehNAhkAxií'.

   e. Neetwó'

2. a. I went to John's house.
   b. I see her.
   c. Grandma went to the garden.
   d. I cried.
   e. those three are going.

LESSON 44

Infinitive Mode and Subordinate Clauses

CONVERSATION

Witiišuxtii'Uxísto' nakuwaákA t^{i}naroósI saNIšíni'.

Father:	John, parúNIt! ŠuuxiriwátAt! WetiraawísAt nakučiikaahiníkA xaawaarúxti'. Kaakí' NAtkUhúNAx čikú niikohnaáRIt. Šuxunáx xaawaarúxti' na nakučiikaahiníkA.	'John, hurry! Get up! It's time to water the horse. I can't find it, wherever it is. You must find it and water it.'
John:	Heé', koxtí'At na neetičiikaahíNIt. TehnateepirakaáRIt niinaakaáWI xaakaáru' xaawaarúxti'. Ti'ookaa'aasí' nuuhá'I.	'Yes, I'll go and water it. It must be behind the barn. It's shady (and cool) there.'
Father:	Ka naasšó' haakaRAhkookuú'?	'Do you want a bridle?'
John:	Heé'. NAhnaaničitawí'u' tikosšó' haáwa'. KoxtiičitawiítIt na koxtí'At niineetúhkUx nakuraapíhA xaatatkakúxu'.	'Yes. Also I want a saddle. I'll mount up and go to town to buy a saddle blanket.'

VOCABULARY

Witiišuxtii'Uxísto' nakuwaákA t^{i}naroósI saNIšíni'.

xaakaánu'	'barn'
haakaRAhkookuú'	'bridle'
xaawaarúxti'	'horse'
NAhnaaničitawí'u'	'saddle'
xaatatkaxúxu'	'saddle blanket'
iriwatat (tiiriwátAt)	'to get up, arise (he gets up)'

čiikaahinik (tičiikaahíNIt)	'to water it (he waters it)'
teepirakaarik (titeepirakaáRIt)	'to stand behind (a building) (he's standing behind a building)'
ookaa'aasi (ti'ookaa'aasí')	'to be shady (it's shady)'
ičitawiitik (tiičitawiítIt)	'to mount (a horse) (he's mounting...)'
raačitee (tiraačité')	'to be difficult (it's difficult)'
nuuhá'I	'there; in that place'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. he gets up
   b. it's shady
   c. bridle
   d. he's standing behind the barn
   e. it's difficult
   f. there
   g. saddle
   h. he's mounting (a horse)
   i. he waters it
   j. saddle blanket
   k. horse
   l. barn

2. Šuxwaáko' saNIštaakAhníni'.

   a. xaatatkaxúxu'
   b. tičiikaahíNIt
   c. nuuhá'I
   d. xaakaánu'
   e. tiičitawiítIt
   f. NAhnaaničitawí'u'
   g. titeepirakaáRIt
   h. haakaRAhkookuú'
   i. ti'ookaa'aasí'
   j. xaawaarúxti'
   k. tiraačité'
   l. tiiriwátAt

†3. ŠuuNUxtaniíno' saNIšíni'. These sentences are based on the Conversation.

   a. Do you want a saddle?
   b. I'm buying a bridle.
   c. It must be behind the barn.
   d. Get up!
   e. I can't find the horse.
   f. It's shady there.
   g. Do you want a saddle blanket?
   h. He bought a saddle.
   i. You must water the horse.
   j. Do you want a bridle?

GRAMMAR AND SENTENCE PATTERNS

You are familiar with the grammatical term *infinitive* from your study of English and other European languages. In these languages the infinitive form of the verb is usually expressed as 'to ____,'; for example, *to sit*, *to eat*, *to be*. This is the most basic verb form in these languages, roughly equivalent to the Arikara *verb stem*.

In Arikara there is an infinitive mode which should not be confused with the English infinitive. The infinitive mode is used in several different ways in Arikara.

a. One use is to complete the meaning of the verb (verbal complement). For example,

Tiraačité' *niinakuutaánu*.	'It's difficult *to do it*.'

b. A second use is roughly equivalent to English sentences with the helper verb 'can' and the negative 'not', as in 'I can't do it.' (The word-for-word translation is closer to 'It isn't for me to do it.'). For example,

Kaakí' čikú *šiNAxkuwáNA*	'They (du.) can't go anywhere.'

c. Sometimes the infinitive is used to tell someone politely what he should do; that is, to admonish him. The 3rd person singular is used here, although the speaker is talking to a second person and the English translation is 'you'. For example,

Čikú nakUhúNAx.	'You should find something.'
Kananakuučiikahu!	'Don't be drinking.'

d. The Arikara infinitive is also used in complex sentences. Complex sentences are made up of more than one clause. One is an independent clause, a complete sentence in itself. Other clauses in the complex sentence describe or explain the independent clause and are subordinate clauses. They are not complete sentences. The Arikara infinitive is used as a subordinate clause in complex sentences. For example,

WenakuuxátA nootunaahé.	'After he went, then it was good.'

Study the analyses for these four uses of the infinitive mode.

a. To complete the meaning of the verb:

Tiraačité' niinakuutaánu.	'It's difficult to do it.'
nii + na + ku + ut + aan + hux	
nii	demonstrative prefix
na	infinitive mode prefix
ku	infinitive mode prefix
ut	preverb
aan	verb stem
hux	subordinate imperfective aspect

b. Similar to 'cannot':

Kaakí' čikú šiNAxkuwáNA.	'They (du.) can't go anywhere.'
or	'There is no place for them to go.'
ši + na + x + ku + wan + a	
ši	dual prefix
na	infinitive mode prefix
x	2nd person pronoun prefix
ku	infinitive mode prefix
wan	verb stem
a	subordinate perfective aspect

c. Admonition:

Číku' nakUhúNAx.	'You should find something.'
na + ku + hunax	
na	infinitive mode prefix
ku	infinitive mode prefix
hunax	verb stem

c. Negative admonition:

KananakuučiíkAhu	'Don't be drinking!'
kána + na + ku + čiika + hux	
kána	negative
na	infinitive mode prefix
ku	infinitive mode prefix
čiika	verb stem
hux	subordinate perfective aspect

d. Subordinate clause:

WenakuuxátA nootunaahé.	'After he went, that was good!'
we + na + ku + ux + at + a	
we	'now'
na	infinitive mode prefix
ku	infinitive mode prefix
ux	past tense prefix
at	present indicative perfective aspect
a	subordinate perfective aspect

Summary:
1. The infinitive mode prefix consists of two parts, na...ku...
2. In some cases the two parts are side-by-side; in others they are separated by other prefixes, like the subject pronoun prefixes.

VERB CHART

čikAt 'to drink' - infinitive mode

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	NItkučiíka	NAsIhkučiíka	šiNItkučiíka	natakuraačiíka	NItkuraačiíka
2nd	NAxkučiíka	šiNAxkučiíka		NAxkuraačiíka	
3rd	nakučiíka	šinakučiíka		NIhkučiíka	

NOTE: This chart can be used as a model for the infinitive mode of other regular verbs.

Practice

1. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

    a. I can’t find it.
    b. for me to cry
    c. We can’t talk.
    d. I’ll go to town to buy a saddle blanket.
    e. I told him what to do.

2. Šuuxwaáko’ saNIštaakAhníni’.

    a. KananakuučiíkAhu.

    b. Šikananakuutaánu.

    c. nakoótA

    d. TaNAxwé’ xaáts̆ nakuRIhuúNU.

    e. John wetariwísa’ NItkú’A.

TEST YOURSELF

1. Match the English equivalents in Column B with the Arikara terms in Column A.

A	B
_____ NAhnaaničitawí’u’	a. barn
_____ nuuhá’I	b. bridle
_____ ti’ookaa’aasí’	c. horse
_____ tiraačité’	d. saddle
_____ xaakaánu’	e. saddle blanket
_____ tičiikaahíNIt	f. he gets up
_____ xaatatkakúxu’	g. he waters it
_____ tiičitawiítIt	h. he’s standing behind (a building)
_____ haakaRAhkookuú’	i. it’s shady
_____ titeepirakaáRIt	j. he’s mounting (a horse)
_____ tiiriwátAt	k. it’s difficult
_____ xaawaarúxti’	l. there

†2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. It's difficult to sing a Doorway Song.
b. My friend, you should not cry now.
c. Talk softly.
d. He's looking for a horse that is nice-looking.
e. It isn't difficult for you to water the horse.

†3. Šuxwaáko' saNIštaakAhníni'.

a. Tiraačité' ápos nakuta'uútI.

b. Tatuhnaa'iitáWI niinakuutaáNA.

c. ŠitiNAxwé' xaawaarúxti' niinakukatariíNU.

d. Ka NAhunáx uuka'IhwiítA nakučiRAhpAhaátU?

e. WeNItkoótA niinanuunakaáWI John, takú kaakikaákUx.

f. WenakuraanátA šit^{i}NAxwé' xaátš.

ANSWERS

Vocabulary and Conversation

3. a. Ka naaššó' NAhnaaničitawí'u'?

b. TAhnaápI haakaRAhkookuú'.

c. TehnateepirakaáRIt niinaakaáWI xaakaáru' xaawaarúxti'.

d. ŠuuxiriwátAt!

e. Kaakí' NItkUhúNAx xaawaarúxti'.

f. Ti'ookaa'aasí' nuuhá'I.

g. Ka naaššó' xaatatkakúxu'?

h. TAxtaápI NAhnaaničitawí'u'.

i. NakučiikaahiníkA xaawaarúxti'.

j. Ka naaššó' haakaRAhkookuú'?

Grammar and Sentence Patterns

Practice

1. a. Kaakí' NItkUhúNAx.

b. NItkučikAt

c. Kaakí' natakuraapaaWIhtikú.

d. Koxtí'At niineetúhkUx nakuraapíhA xaatatkakúxu'.

e. Tatuhnaa'iitáWI niinakuutaáNA.

2. a. Don't be drinking!
   b. Don't you two be doing it!
   c. for him to go
   d. I'm looking for a dog that is big.
   e. John brought it for me to eat.

Test Yourself

2. a. Tiraačité' nakuraanoóku neekakUxpíNUx.
   b. SináNI, tiíNI kananakuučíkAt.
   c. PhiináNIt nakuwaaWIhtikú!
   d. TiRAxwé' xaawaarúxti' niinakuhneéRA.
   e. Kaakiraačité' NAxkučiikaahiníkA xaawaarúxti'.

3. a. It's difficult to steal an apple.
   b. I told him what to do.
   c. They are looking for a horse that is fast.
   d. Did he find a shirt that is red?
   e. When I went to John's house, no one was home.
   f. When they went, they looked for a dog.

LESSON 45

Gerundial Mode of Active Verbs and Subordinate Clauses

CONVERSATION

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

Mabel:	Čukú šiNAxúxWA Ella? WenatátA niiNAxiniinakaáWI t^{i}NUsuusaakaríčI, táku’ kaakikaákUx.	'Where did you and Ella go? When I went to your house yesterday, no one was home.'
Alice:	ŠitatúxWA sananaapíkAt -- Little Eagle. Nuuhá’I wešinatuxWIswáNA, toxtAhkaa’aáhu’. Šitatsuxtaa’eeríku’ na neešiineekuuté.	'She and I went to Sioux country -- Little Eagle. When we got there, there was a dance. We watched it and then stayed overnight.'
Mabel:	Ka NAxwáko’ sanánat?	'Do you speak Sioux?'
Alice:	Hąą́’, tAtwáko’ sanánat. At^{i}ná’ šitíšto’ sananaapíkAt. *Nikutikurii’Uxíšto’ nakuwaká’U sanánat natuxčipiriíNU.	'Yes, I speak Sioux. My mother was born in Sioux country. She was the one to teach me to speak Sioux when I was young.'
Mabel:	Ka čikú NAxuxtaápI?	'Did you buy anything?'
Alice:	Hąą́’, tatuxtaápI suhkatákUx. TiraapiRIhuú’U.	'Yes, I bought a war bonnet. It's expensive.'

*NOTE: Niku means 'that is what...; he/she is the one who...'

VOCABULARY

Tiče no' nakuwaákA saNIšíni'?

suhkatákUx	'warbonnet'
skUhkakúxu'	'roach'
NAhkakúxu'	'parfleche'
čišWAhnaá'Ux	'whistle'
ut...raa'eerik (tuhnaa'eéRIt)	'to watch it (a dance) (he watched it)'
ut...heen (tuuté)	'to stay overnight (he stayed overnight)'
waka-u (tiwáko')	'to speak it (a language) (he speaks it)'
čipiriin (tičipirií'I)	'to be young (he is young)'
raapiRIhuun (tiraapiRIhuú'U)	'to be expensive; to be valuable; to be rare (it's expensive)'
šitíšto'	'he was born' (literally, they made him)

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. she watched it (a dance)
   b. parfleche
   c. he speaks it
   d. warbonnet
   e. it's expensive
   f. roach
   g. he's young
   h. whistle
   i. she stayed overnight
   j. she was born

2. Šuxwaáko' saNIštaakAhníni'.

   a. čišWAhnaá'Ux
   b. tičipirií'I
   c. suhkatákUx
   d. tuuté
   e. tuhnaa'eéRIt
   f. skUhkakúxu'
   g. tiraapiRIhuú'U
   h. NAhkakúxu'
   i. šitíšto'
   j. tiwáko'

†3. Tičé no' nakuwaákA saNIšíni'? These sentences are based on the Conversation.

a. My uncle was born in Crow country.
b. I bought a parfleche.
c. It's valuable.
d. There was a dance in New Town.
e. He is the one who bought a whistle.

GRAMMAR AND SENTENCE PATTERNS

You learned the form and use of the gerundial mode for descriptive verbs in Lesson 34 and 37. The gerundial mode, when used with active verbs, has the same prefix that it has with descriptive verbs; that is, na.

The gerundial mode occurs with verbs in their dependent form, in either the perfective or imperfective aspect. It is used frequently in Arikara.

The gerundial mode has a number of uses:

a. One use that has been mentioned already is the construction of demonstratives. Demonstrative pronouns in Arikara are formed by putting a demonstrative prefix in front of a verb of position in its subordinate form.

The demonstrative pronouns are:

ti	'this'
nuu	'that'
uu	'the other'
tuu	'the other'

Some verbs of position are:

kux	'to be sitting'
xa	'to lie'
arik	'to stand'

Study these demonstratives:

t^{i}naaričI	'this one (standing)'
ti + na + arik + i	
ti	demonstrative pronoun
na	gerundial mode prefix
arik	verb stem
i	subordinate perfective aspect suffix
nuunaáxA	'that one (lying)'
nuu + na + xa	
nuu	demonstrative pronoun
na	gerundial mode prefix
xA (xa)	verb stem, subordinate perfective aspect

b. Another use of the gerundial mode that has been discussed is in locative clauses that show location. These clauses tell where something happened or where something is located.

Study these locative clauses:

niinaaríčI	'where he is standing'
nii + na + arik + i	
nii	demonstrative prefix 'where
na	gerundial mode prefix
arik	verb stem
i	subordinate perfective aspect suffix
niiNAxuuxátA	'where you went'
nii + na + x + ux + at + a	
nii	demonstrative prefix
na	gerundial mode prefix
x	2nd person subject pronoun prefix
ux	past tense prefix
at	verb stem
a	subordinate perfective aspect suffix

c. The gerundial mode is frequently used to make nouns from verbs. That is, verbs in the gerundial mode become nouns and translate as 'the one who ____,' 'the ____er,' etc.

Study these temporal clauses:

wenuutaánu	'while he was doing it'
we + na + ut + aan + hux	
we	temporal prefix
na	gerundial mode prefix
ut	preverb; part of verb stem
aan	verb stem
hux	subordinate imperfective aspect suffix

nuuwenaátA	'when he went there'
nuu + we + na + at + a	
nuu	'there'
we	temporal prefix
na	gerundial mode prefix
at	verb stem
a	subordinate perfective aspect suffix

d. There are no Arikara terms equivalent to the English words 'when', 'after', 'while', etc. Instead, the verb is used simply in its gerundial form. The temporal prefix we frequently precedes the gerundial mode prefix, and sometimes the demonstrative pronoun prefixes ti and i precede we. Study these sentences illustrating the use of the prefixes ti, i, and we:

Taanikutatuúta wenatiiwaníkA NAhnunáhtš.	'This is what I did when I shot the deer.'
we + na + t + ii + wanik + a	
we	temporal prefix
na	gerundial mode prefix
t	1st person subject pronoun prefix
ii	(unexplained prefix)
wanik	verb stem
a	subordinate perfective aspect suffix

IweNAhuukátA, hi'áxti' na šáxti' šitiwaaWIhtiíku'.	'When he went in, his father and mother were talking.'

i + we + na + huukat + a

i	demonstrative prefix
we	temporal prefix
na	gerundial mode prefix
huukat	verb stem
a	subordinate perfective aspect suffix

The following VERB CHART gives the gerundial forms of the verb 'to go'.

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	wenaatátA	weNAsihwáNA	wešiNAtwáNA	wenataraahnaanátA	weNAhnaNAhnaanátA
2nd	wenaaxátA	wešiNAxwáNA		weNAxtaNAhnaanátA	
3rd	wenaátA	wešinawáNA		wenaraanátA	

Practice

+1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. I see him where he is standing.
b. Is it cold where you went?
c. Here lies the one who was singing.
d. He's singing while he is doing it.
e. This is what I did when I shot the deer.

+2. Šuxwaáko' saNIštaakAhníni'.

a. Šitiwanú' niininaanoóku.

b. TaNAxwé' nawaaWIhtikú.

c. NuuwenaátA tičiWAhaáhkUx.

d. IweNAhuukátA, hi'áxti' na šáxti' šitiwaaWIhtiíku'.

TEST YOURSELF

†1. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

a. When I got there, there was a dance.
b. When I went to Bismarck, I stayed overnight.
c. This dog is young.
d. I laughed when John went in the brush.
e. Sue and I talked while Bill ate.

†2. a. TatuuteéRIt niinaaríčI.

b. WenatiiwaníkA NAhnunáhtš, neeneetičiiwaáno’.

c. WenaWIsátA toxtAhkaa’aáhu’.

d. Tištaakaroóku’ iinačootšakaáWI.

e. WenatátA niinanuunakaáWI John, táku kaakikaákUx.

ANSWERS

Vocabulary and Conversation

Practice

3. a. TiWIsíRIš šitíšto’ tUhkaakákAt.

b. TatuxtaápI NAhkakúxu’.

c. TiraapiRIhuú’U.

d. ToxtAhkaa’aáhu’ NiineetUhčipiriíNU.

e. NikutuxtaápI čišWAhnaá’Ux.

Grammar and Sentence Patterns

Practice

1. a. TatuuteéRIt niinaaríčI.

b. Ka napsí’ niiNAxuuxátA?

c. Neešá nikunuxtaanoóku.

d. Tiraanoóku’ wenuutaánu.

e. Taanikutatuúta wenatiiwaníkA NAhnunáhtš.

2. a. They (du.) are going where he is singing.
   b. I'm looking for the one who is talking.
   c. When he went there, there was a lake.
   d. When he went in, his father and mother were talking.

Test Yourself

1. a. WenatuxWIsátA anuuhá'I, toxtAhkaa'aáhu'.

   b. WenatuuxátA ItUhtaáwe, tikuusuuxé.

   c. T^{i}naaríčI xaátš tičipirií'I.

   d. Tatuuxawáxku' wenaka'iišátA John.

   e. Sue šitAtwaaWIhtiíku' wenawaawá'A Bill.

2. a. I see him where he is standing.
   b. After I shot the deer, I butchered it.
   c. When he arrived there, there was a dance.
   d. They were singing at the church.
   e. When I went to John's house, no one was home.

LESSON 46

Potential Mode: The Future

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Grandson:	ČiíRA, atípa'. Tikoosšó' haakariiWAhnaaníkUx. Ka NAxtá áxkUx?	'Hello, grandpa. I want a drum. Do you have one?'
Grandpa:	Čikú kaakAhná. Tsu koxtiró' haakariiWAhnaaníkUx. NAheešá koxtuutaánu'.	'I don't have any. But I'll make a drum. I'll do it tomorrow.'
Grandson:	Nawáh. TiíNI tAtwó' niinanuunakaáWI tiWIsíRIš. Šikoxtiwaawa'á na nátkAt šikoxtíWA Garrison.	'Okay. I'm going to my uncle's house now. He and I will eat, and we'll go to Garrison later.'
Grandpa:	Nawáh. NAheešá koxtooteé-RIt na koosinó' haakariiWAhnaaníkUx. Tsu kooxihwísa' hináxtIt.	'Okay. I'll see you tomorrow, and you and I will make a drum. But you must get here early in the morning.'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

in...wisa (tawísa')	'to arrive; to come here (he arrived)'
NAheešá	'tomorrow'
nátkAt	'afterwards, later'
níWIt	'skunk'
suúnu'	'porcupine'
sáx	'turtle'
sčéš	'frog'
nút	'snake'
saákAx	'mouse'
na	'and'
tsu	'but'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. but
   b. mouse
   c. afterwards
   d. porcupine
   e. he'll get here
   f. snake
   g. tomorrow
   h. skunk
   i. later
   j. frog
   k. turtle
   l. and

2. Šuxwaáko' saNIštaakAhníni'.

   a. tsu
   b. nút
   c. nátkAt
   d. tawísa'
   e. saákAx
   f. na
   g. suúnu'
   h. na
   i. níWIt
   j. sčéš
   k. NAheešá
   l. sáx

+3. ŠuuNUxtaniíno' saNIšíni'. (These sentences are based on the Conversation).

   a. I want a snake.
   b. We'll (du.) go to Garrison.
   c. I don't have any.
   d. I want a turtle.
   e. I'm going to my father's house.

GRAMMAR AND SENTENCE PATTERNS

1. Potential Mode

As you study this section you will realize that you have already been introduced to the potential mode. Review these sentences from recent lessons:

From Lesson 44 -

KoxtiičitawiítIt na koxtí'At.   'I'll mount up and go to town.'

From Lesson 43 -

Koxtuúta atíštIt.   'I'll do well.'

These two sentences are examples of a frequent use of the potential mode - to show that something will happen, or will be expected to happen in the future.

Study these active verbs:

koxtí'At	'I'll go to town.'
kox + t + i + at	
kox	potential mode prefix
t	1st person subject pronoun
i	potential mode prefix
at	verb stem, perfective aspect
kooxiroóku'	'he will be making it'
koox + i + roóku'	
koox	potential mode prefix
i	potential mode prefix
roóku'	verb stem, independent imperfective aspect

Summary: koox...i is the potential mode prefix.

Study these passive verbs:

kooxikoonaásu'	'I will be cold.'
koox + i + ku + anaasu'	
koox	potential mode prefix
i	potential mode prefix
ku	1st person object prefix
anaasu'	verb stem
kooxaanaásu'	'you will be cold'
koox + i + a + anaasu'	
koox	potential mode prefix
i	potential mode prefix
a	2nd person object prefix
anaasu'	verb stem, independent imperfective aspect

kooxaanaásu'	'he will be cold'
koox + i + anaásu'	
koox	potential mode prefix
i	potential mode prefix
anaásu'	verb stem, independent imperfective aspect

Summary: For the passive verbs-

1st person potential form	koox + i + ku	becomes kooxiku
2nd person potential form	koox + i + a	becomes kooxa
3rd person potential form	koox + i	becomes kooxi

VERB CHARTS

a. čikAt 'to be crying' - potential mode for active verbs

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	koxtičíkAt	koosihčíkAt	šikoxtičíkAt	kooxteeraahNAhčíkAt	koxtiraahNAhčíkAt
2nd	kooxičíkAt	šikooxičíkAt		kooxiraahNAhčíkAt	
3rd	kooxičíkAt	šikooxičíkAt		kooxiRAhčíkAt	

b. anaasu' 'to be cold' - potential mode for passive verbs

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	kooxikoonaásu'	koosakoonaásu'	šikooxikoonaásu'	koxtakuuraapaanaásu'	kooxikuuraapaanaásu'
2nd	kooxaanaásu'	šikooxaanaásu'		kooxeeraapaanaásu'	
3rd	kooxaanaásu'	šikooxaanaásu'		kooxunapaanaásu'	

Practice

†1. ŠuuNUxtaniíno' saNIšíni'.

a. I will go to Garrison tomorrow.
b. Pete will be tired later.
c. It will rain tonight.
d. Those two young men will fight.

e. It will snow tonight, and we (in. pl.) will be cold.
f. They will go to Pawnee country tomorrow.
g. My father and mother will talk at the meeting.

2. Šuxwaáko' saNIštaakAhníni'.

a. Koxtiraanoóku' čiikaá'Ux.

b. HináxtIt koosíhWA psi'aákAt.

c. NAheešá kooxí'At NiineetUhkatákUx.

d. NátkAt koosihčiikaáhu' tskaatít.

e. ŠakUhčituú' koxteeraahnaakaroóku'.

f. TišinawaaríčI suúnaaxu' šikooxaawí'At.

g. Kooxiraačité' John nakuwaaWIhtikú tiíNI híNAx.

NOTE: See also Verb Charts at the back of the book.

†2. Preverbs

Examine the following four verb stems. What is the difference in form between them?

čikAt	'to cry'
un...heer	'to be good; to be good-looking'
ut...aan	'to do'
in...a	'to come'

The first verb, čikAt 'to cry', is simple in its form. It consists of a single element only.

The other three verbs, in contrast, consist of two elements. Each verb is preceded by a one syllable word-part---either ut, un, or in. These three different word parts are called preverbs. They precede the main part of the stem.

The preverb and the rest of the verb stem are separated by three dots. The dots are used to show that the verb stem is composed of two elements and that various prefixes are placed between them. For our purposes, it is necessary to remember that three prefixes occur between the preverb and the rest of the verb stem. The three prefixes are the past tense prefix ux and the plural prefixes raak and raan.

The following three VERB CHARTS show the patterns for verbs with preverbs.

a. un...heer 'to be good; to be good-looking'

Per-son	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tatuhné	tsihné	šitatuhné	tatoonaakiwá	tatunaakiwá
2nd	tAxuhné	šitAxuhné		tAxunaakiwá	
3rd	tuhné	šituhne		tuhniwa	

NOTE: This verb takes the distributive suffix wa in its plural subject forms.

b. ut...aan 'to do'

Per-son	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tatuutaánu’	tsiitaánu’	šitatuutaánu’	tatohnaakaánu’	tatuhnaakaánu’
2nd	tAxuutaánu’	šitAxuutaánu’		tAxuhnaakaánu’	
3rd	tuutaánu’	šituutaánu’		tiitaánu’	

c. in...a 'to come'

Per-son	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tatiína’	tsehwá’	šitatihwá’	tataraahnaána’	tatinaahnaána’
2nd	tAxiína’	šitAxihwá’		tAxinaahnaána’	
3rd	tá’	šitawá’		taraána’	

NOTE: Two points to remember about the preverb in:

1. It becomes a when the subject of the verb is a third person (i.e., he, she, it, they). Otherwise its form is in (i.e., when the subject is first or second person).
2. When an i comes before the a form of the preverb, the i + a contracts to a. (The usual contraction of i + a is ee.) So, for example, the third person indicative prefix ti + a becomes ta. (See the chart for the verb 'to come' above.)

TEST YOURSELF

This dialog or conversation has verbs in the past, present, and future forms. Test yourself by covering one side and translating from one language to the other. Then translate in the opposite way. If you are unable to do this, study the dialog and memorize it.

Nephew:	ČiíRA, tiWIsíRIš. Ka nakaákUx inaáni'?	'Hello, uncle. Is my brother at home?'
Uncle:	T^{i}NUsuusaakaríčI neeniiwísAt ItUhtaáwe. Tiihá'I tAtkaákUx skána. Ka NAxwó' Garrison?	'No, he went to Bismarck yesterday. I'm here at home alone. Are you going to Garrison?'
Nephew:	Heé'. HináxtIt koxtí'At. KoxtiwísAt niinawaapIsškaaroósI. Na koxtiína' štóh.	'Yes, early in the morning I'll go. I'll go to the bank. And then I'll come back.'

ADDITIONAL VOCABULARY

niinawaapIsškaaroósI	'bank'

ANSWERS

Conversation and Vocabulary

3. a. Tikoosšó' nút.
   b. ŠikoxtíWA Garrison.
   c. Čikú kaakAhná.
   d. Tikoosšó' sáx.
   e. TAtwó' niinanuunakaáWI atí'Ax.

Practice

1. a. NAheešá koxtí'At Garrison.
   b. NátkAt Pete kooxaawí'At.
   c. T^{i}nakatiisí'U kooxaasuú'a'.
   d. NuušinawaaríčI wiiteešúts šikooxeepáku'.
   e. TiíNI hiíNAx kooxaaxaá', na koxtakuuraapaanaásu'.

f. NAheešá koxtiraáNAt sčiiríhkAt.

g. Atí’Ax na at^{i}ná’ šikooxiwaaWIhtiíku’ niinaRAhkaawiítIt.

2. a. I will sing a Round dance song.
   b. You and I will go to Assiniboine country early in the morning.
   c. Tomorrow I’ll go to Washburn.
   d. You and I will drink coffee later.
   e. We will sing songs all day.
   f. These (du.) young ladies will be tired.
   g. It will be difficult for John to talk tonight.

LESSON 47*

Locative Expressions

CONVERSATION

Wiitišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

Grandson:	ČiíRA, atíka’. Čukú šinawanú’ inaáni’ na tiWIsíRIš?	'Hello, grandma. Where are my brother and uncle?'
Grandma:	HináxtIt šituxtaaWIhka’iíšAt. ŠitiwísWA iinawaanaanúhAt waakastAhkataá’u’.	'Early this morning they went hunting. They went to the Killdeer Mountains.'
Grandson:	John šitAhnaaWIhka’iišwó’ hiíš. ŠikoxtiwísWA waraákAt iinačiisúhAt tswaarúxti’.	'John and I are going hunting this evening. We’ll go in the woods by the Missouri River.'
Grandma:	Tunaahé. Šikooxinaná’ čikú tsástš. Na tiráNAt tsástš niinanuunakaáWI at^{i}ná’.	'Good. You two must bring some meat. And take some meat to your aunt’s home.'

VOCABULARY

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

hiíš	'this evening'
raaWIhka’iišat (tiraaWIhka’iíšAt)	'to go hunting (he goes hunting)'
wísat (tiwísAt)	'to arrive; to go to a point (he’s arriving)'
in...rana (tarána’)	'to bring them (he brings them)'
ranat (tiráNAt)	'to take them (he takes them)'
waakastAhkataá’u’	'Killdeer Mountains'

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*This is a double lesson. Plan to take extra time to master the material in it.

šinawaahoowiisákUx; or iinaraanuučitáWI	'Saddle Butte'
pi'aapaáxu'	'Eagle's Head Butte'
wiiteešUtwaá'u'	'Young Men's Butte'
waaRUxtí' niinohkaroósI	'Eagle's Nest Butte'
tswaarúxti'	'Missouri River'
niiNAhuukaahaahčitáWI	'Little Missouri River'
wiísu' sAhaánu'	'Heart River'
neesiRAsAhaánu'	'Knife River'
sáhniš sAhaánu'	'Grand River'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. Saddle Butte
   b. he's arriving
   c. Eagle's Nest Butte
   d. he takes them
   e. Grand River
   f. this evening
   g. Little Missouri River
   h. Knife River
   i. Saddle Butte
   j. he brings them
   k. Heart River
   l. Young Men's Butte
   m. Killdeer Mountains
   n. Eagle's Head Butte
   o. he goes hunting
   p. Missouri River

2. Šuxwaáko' saNIštaakAhníni'.

   a. tiwísAt
   b. pi'aapaáxu'
   c. tswaarúxti'
   d. tiráNAt
   e. iinaraanuučitáWI
   f. tiraaWIhka'iíšAt
   g. sáhniš sAhaánu'
   h. waaRUxtí' niinohkaroósI
   i. wiísu' sAhaánu'
   j. tarána'
   k. šinawaahoowiisákUx
   l. wiiteešUtwaá'u'
   m. hiíš
   n. niiNAhuukaahaahčitáWI
   o. waakastAhkataá'u'
   p. neesiRAsAhaánu'

†3. ŠuuNUxtaniíno' saNIšíni'. (These sentences are based on the Conversation.)

   a. They (du.) went to the Killdeer Mountains.
   b. Yesterday they (du.) went hunting.
   c. Take some meat to your grandfather's home.
   d. Where are my mother and sister?
   e. We'll go in the woods by the Grand River.

GRAMMAR AND SENTENCE PATTERNS

There are several ways to show where something or someone is located or where something happened; that is, to express location.

In English we generally use prepositional phrases or adverbs to express location. For example,

He's sitting inside.	(adverb)
The girl is singing in the garden.	(prepositional phrase)
He went to the lake.	(prepositional phrase)

In Arikara there are three ways to express location: (1) by means of a locative prefix added to a verb; (2) by an independent adverb; and (3) by adverbs made from verbs.

1. Locative Prefixes

In this frequently used method, the prefix is part of the verb. For example,

TikaákUx.	'He's sitting inside.'
ti + kaa + kUx	
ti	indicative prefix
kaa	locative prefix 'inside'
kUx	verb stem

Here are several examples from the more than 100 Arikara prefixes of this kind. Study the setting of each prefix in the verb form.

a. tIhuúkAt	'he went in; he entered'
ti + huuk + at	
ti	indicative prefix
huuk	locative prefix 'in, into'
at	verb stem
b. tičitákUx	'he's sitting on top'
ti + čitá + kUx	
ti	indicative prefix
čitá	locative prefix 'on, on top'
kUx	verb stem

c.	tAtkatákUx	'I'm sitting against (the wall)'
	ta + t + kata + kUx	
	ta	indicative prefix
	t	subject pronoun prefix
	kata	locative prefix 'against'
	kUx	verb stem
d.	tIhuukatá'At	'he went across the water'
	ti + huukata + at	
	ti	indicative prefix
	huukata	locative prefix 'across water'
	at	verb stem
e.	tikákUx	'he's sitting in the brush'
	ti + ka + kUx	
	ti	indicative prefix
	ka	locative prefix 'in the brush'
	kUx	verb stem

Summary: Six of the most frequently used locative prefixes are:

kaa	'inside'
huuk	'in, into'
čita	'on, on top'
kata	'against'
huukata	'across water'
ka	'in the brush'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. ka
b. čita
c. huukata
d. kaa
e. huuk
f. kata

2. Šuxwaáko' saNIštaakAhníni'.

a. across water
b. on
c. inside
d. in
e. against
f. into
g. on top
h. in the brush

+3. ŠuuNUxtaniíno' saNIšíni'.

a. The baby is sitting in the brush.
b. Your sister is sitting against the elm tree.
c. The clown is sitting on top of the box.
d. Your grandfather went into John's house.
e. My uncle went across the water.
f. Susie's mother is sitting inside.
g. My child is sitting on the table.

2. Independent Adverb

Most independent adverbs that indicate location are made up of a noun or other word part together with one of three suffixes: -híni', -kAt, or -haáhnini'.

a. -híni' is generally added to nouns, particularly those that name parts of the body. For example,

Išíni'	'on the arm'
pAxíni'	'on the head'
kaaxíni'	'on the leg'
tsíni'	'in the water'
waahíni'	'on a hill'

b. -kAt is added to a variety of word parts to make adverbs. For example,

oowátkAt	'outside'
waraákAt	'in the woods'
uukaríkAt	'in the middle'
psíkAt	'in the winter'
awirítkAt	'in the summer'
áskAt	'up above'

c. -haáhnini' is generally added to locative prefixes to form independent adverbs of location. For example,

kaatAhaáhnini'	'in back of it'
huukaatAhaáhnini'	'along the bank (of a river or stream)'
ookaahaáhnini'	'outside'
haahkAhaáhnini'	'down below'
ItkaakAhaáhnini'	'in the garden'
kaahaáhnini'	'inside the house'

These independent adverbs are used in sentences. For example,

Šuúnatš tiraanoóku' ItkaakAhaáhnini'.	'The girl is singing in the garden.'
T^{i}naaWIhka'iíšAt waraákAt.	'They are hunting in the woods.'
Títka waahíni'.	'He is sleeping on a hill.'

Practice

4. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. in the summer
b. in back of it
c. on the arm
d. up above
e. inside the house
f. on a hill

5. Šuxwaáko' saNIštaakAhníni'.

a. ookaahaáhnini'
b. pAxíni'
c. uukaríkAt
d. tsíni'
e. huukaatAhaáhnini'
f. oowátkAt

+6. ŠuuNUxtaniíno' saNIšíni'.

a. My brother and I will go in the woods.
b. John is standing outside.
c. In the winter I'll go south.
d. Those young men are singing inside the house.
e. My mother is standing in the garden.

3. Adverbs Made From Verbs

Many times location must be expressed by a gerund verb form with the prefix nii or ii. Both prefixes translate into English as 'where'. For example,

niinačiWAhaáhkUx; or iinačiWAhaáhkUx	'where the lake is'
iinawaákUx	'where the hill is'
iinawaanaanúhAt	'where the hills are'
iinawaanaanoótA	'where the line of hills extends'
iinačiísA	'where the water is'
iinačiisúhAt	'where the river is'
iinačiisoótA	'where the river extends'
iiNAhaápI	'where the tree is'

There is no list of commonly used adverbs that come from verbs. An Arikara speaker makes these forms up whenever he needs them as he is talking. They are made up to indicate a particular location whenever there is no independent adverb. For example,

TAtwó' niineetúhkUx.	'I'm going to town.'
Tisiinawá' piirataápo'Iš iinaakaáWI.	'They are working in the school.'
Wet^{i}naaWIhka'iíšAt iiNAhuNAhwaraá'U.	'They are hunting in wooded country.'

Practice

7. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. where the school (pupil's house) is
b. where the hill is
c. where the wooded country is
d. where the town is
e. where the river is

+8. Šuxwaáko' saNIštaakAhníni'.

a. iinačiísA
b. iinawaanaanoótA
c. iinačiisoótA
d. iinawaákUx
e. iiNAhaápI

TEST YOURSELF

†1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. My father went to the Killdeer Mountains.
b. John and I will sing this evening.
c. He brought the meat early this morning.
d. My husband will cross the Missouri River tonight.
e. My uncle killed a deer in the woods.
f. The man is sitting on the bank (of the river).
g. They will go to the lake later.
h. Tom went into the bank.
i. Did Ella go to school early this morning?
j. Grandma is sitting by the ash tree.

†2. Šuxwaáko' saNIštaakAhníni'.

a. T^{i}nakatiisí'U koxtiRAhkaawiítIt iinačootšakaáWI.

b. HináxtIt neeneetí'At NiineetUhčipiriíNU.

c. Wiiteešútš tičiteéRIt akanaanataahíni'.

d. T^{i}NUsaakaríčI ka naraaWIhka'iíšAt naahtakú'U?

e. Sápat tisiinawá' kaahaáhnini'.

f. Nuxkatiisí'U neeneetIhuukatá'At niiNAhuukaahaahčitáWI.

g. TiíNI koxtíwo' naapIhúxu' iinaakaáWI.

h. Bill, t^{i}NUsuusaakaríčI ka NAxta'út ápos?

i. Suúnatš wenaákUx waraákAt, tiraanoóku'.

j. TiraawísAt xaawaarúxti' nakučiikaahíNIt xaakaánu' iinaakaáWI.

ANSWERS

Conversation and Vocabulary

Practice

3. a. ŠitiwísWA iinawaanaanúhAt waakastAhkataá'u'.
b. TiNUsuusaakaríčI šituxtaaWIhka'iíšAt.
c. TiráNAt tsáštš niinanuunakaáWI ápa'.
d. Čukú šinawanú' at^{i}ná' na áNA (or atítat)?
e. ŠikoxtiwísWA waraákAt iinačiisúhAt sáhniš sAhaánu'.

Grammar and Sentence Patterns

Practice

3. a. Piiraá’u’ tikákUx.
   b. Átat (or áNA) tikatákUx sataáku’.
   c. Nawáxtš tičitákUx haáku’.
   d. Ápa’ tIhuúkAt niinanuunakaáWI John.
   e. TiWIsíRIš tIhuukatá’At.
   f. Šáxti’ Susie tikaákUx.
   g. Natihnaá’U tičitákUx haakAxtáwa.

6. a. Inaáni’ šikoxtíWA waraákAt.
   b. John teéRIt oowátkAt (or ookaahaáhnini’)
   c. PsíkAt koxtí’At hunaanapsíni’.
   d. NuunawaaríčI wiiteešútš t^{i}naanoóku’ kaahaáhnini’.
   e. At^{i}ná’ teéRIt ItkaakAhaáhnini’.

8. a. where the water is
   b. where the line of hills extends
   c. where the river extends
   d. where the hill is
   e. where the tree is

Test Yourself

1. a. Atí’Ax tuúxAt iinawaanaanúhAt waakastAhkataá’u’.
   b. Hiíš John šikoxtiraakaroóku’.
   c. HináxtIt taraná’ tsástš.
   d. T^{i}nakatiisí’U nikohtakú’U kooxIhuukatá’At tswaarúxti’.
   e. TiWIsíRIš neeniikoótIt NAhnunáhtš waraákAt.
   f. WiítA tiíkUx huukaatAhaáhnini’.
   g. NátkAt kooxiraáNAt iinačiWAhaáhkUx.
   h. Tom tIhuúkAt iinawaapIsškaaroósI.
   i. HináxtIt ka ná’At Ella piirataápo’Iš iinaakaáWI?
   j. Atíka’ tiíkUx iiNAhaápI čiNIhnaáku’.

2. a. They will meet at the church tonight.
b. I went to New Town early this morning.
c. The young man is standing on the earth lodge.
d. Is your husband hunting today?
e. The women are working in the house.
f. Last night I crossed the Little Missouri River.
g. I'm going into the store now.
h. Bill, did you steal an apple today?
i. The girl who is sitting in the woods is singing.
j. It's time to water the horse in the barn.

LESSON 48

Possession

CONVERSATION

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

Bill:	NuunaaríčI xaátš	'That dog is not big. Is
	kaakiRIhuú'U. Ka kuNAxií'I?	it yours?'
Nellie:	Haá', nikutatií'I. Tí'	'Yes, it's mine. It's a
	xaahúNA. Ka kuNAxií'I	dachshund. Do you own a
	čikú xaátš haáwa'?	dog, too?'
Bill:	Heé'. Xaátš kunatiíNU tí'	'Yes. My dog is a hound.
	skačiwaáRUt. Tiraaníhtš	It's old and blind.'
	na tičirikaruúxIt.	
Nellie:	TAhná skaraáNUx, haáwa'.	'I also have a terrier.
	Kuteešaá'A Skataáka.	His name is White Face.'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

xaanoohaánu'; also skatarákA	'bulldog'
xaahúNA	'dachshund'
skačiwaáRUt	'hound'
skaraáNUx	'terrier; poodle'
Skataáka	'White Face (a dog's name)'
sUxčés	'elephant'
čiRIsuúnu'	'monkey'
kíri	'cat'
taNAhaataaká	'cow'
xeeháni'	'colt'
raanihtš (tiraaníhtš)	'to be old (he's old)'
čirikaruuxik (tičirikaruúxIt)	'to be blind (he's blind)'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaaníno' saNIšíni'.

   a. colt
   b. poodle
   c. elephant
   d. he's old
   e. cow
   f. dachshund
   g. monkey
   h. he's blind
   i. bulldog
   j. terrier
   k. cat
   l. hound
   m. White Face

2. Šuxwaáko' saNIšíni'.

   a. skaraáNUx
   b. čiRIsuúnu'
   c. tičirikaruúxIt
   d. xaanoohaánu'
   e. xeeháni'
   f. skačiwaáRUt
   g. taNAhaataaká
   h. Skataáka
   i. xaahúNA
   j. kíri
   k. tiraaníhtš
   l. skatarákA
   m. sUxčés

†3. ŠuuNUxtaniíno' saNIšíni'. (These sentences are based on the Conversation.)

   a. I have a moneky.
   b. The old lady is blind.
   c. Bill has a cow.
   d. My dog is a poodle.
   e. Do you have a colt?
   f. He's old.
   g. Do you have a bulldog?
   h. Do you want a cat?
   i. His name is White Face.
   j. My child wants an elephant.

GRAMMAR AND SENTENCE PATTERNS

There are several ways in Arikara to show possession or ownership. In earlier lessons you learned the special forms that apply only to kinship terms. There is also a special set of forms that apply to body parts; and there is a prefix that occurs with verbs to indicate possession of an object. These latter two methods of expressing possession, however, will not be discussed here.

In this lesson you will learn the simplest and most common way to express possession, with the verb ku...in...u in its gerund verb form.

1. ku...in...u: Independent form indicating ownership.

This verb in its independent form means '____ is mine (his, yours, etc.).' For example,

napakúxtš kutatiíʼI.	'The plate is mine.'
Kataroópi’Iš kUšiteé’I.	'The car is theirs.'
T^{i}naákUx̌ haakAxtáwa kUšitAseé’I.	'This table is ours (incl. pl.).'

VERB CHART

ku...in...u 'to be one’s' (Independent Form)

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	kutatií’I	kutAseé’I	kUšitatií’I	kUšitAseé’I	kUšitatií’I
2nd	kutAxií’I	kUšitAxií’I		kUšitAxií’I	
3rd	kutá’	kUšitá’		kUšiteé’I	

Practice

1. Tiče no’ nakuwaákA saNIšíni’?

a. it’s ours (excl. pl.)
b. it’s his
c. it’s theirs (du.)
d. it’s mine
e. it’s yours (pl.)
f. it’s ours (incl. du.)
g. it’s yours (sing.)
h. it’s ours (incl. pl.)
i. it’s yours (du.)
j. it’s ours (excl. du.)
k. it’s theirs (pl.)

2. Tiče no’ nakuwaákA saNIštaakAhníni’?

a. kUšitá’
b. kutAxií’I
c. kUšitAseé’I
d. kutatií’I
e. kUšiteé’I
f. kUšitatií’I
g. kutá’
h. kUšitAxií’I
i. kUšitAxií’I
j. kutAseé’I
k. kUšitatií’I

2. ku...in...u: Gerund form indicating possession.

In this form the verb has the same meaning as possessive pronouns in English do. For example,

napakúxtš kunatiíNU	'my plate'
kataroópi’Iš kUšineéNU	'their car'
haakAxtáwa kUšiNAtseéNU	'our table'

Therefore, the English translation is 'my ____', 'your', 'his', etc.

VERB CHART

ku...in...u 'to be one’s' (subordinate form)

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	kunatiíNU	kuNAseéNU	kUšinatiíNU	kUšiNAseéNU	kUšinatiíNU
2nd	kuNAxiíNU	kUšiNAxiíNU		kUšiNAxiíNU	
3rd	kunaá’U	kUšinaá’U		kUšineéNU	

Practice

3. Tičé no’ nakuwaákA saNIšíni’?

a. his
b. our (incl. pl.)
c. our (excl. du.)
d. your (pl.)
e. their (du.)
f. my
g. our (incl. du.)
h. their (pl.)
i. your (sing.)
j. your (du.)
k. our (excl. pl.)

4. Tičé no’ nakuwaákA saNIštaakAhníni’?

a. kUšinatiíNU
b. kUšineéNU
c. kUšiNAxiíNU
d. kunatiíNU
e. kUšinaá’U
f. kuNAseéNU
g. kuNAxiíNU
h. kUšineéNU
i. kUšiNAseéNU
j. kunaá’U
k. kUšiNAxiíNU

†5. ŠuuNUxtaniíno' saNIšíni'.

a. The dog is mine.
b. your bracelet
c. The clock is his.
d. my knife
e. The pail is ours (incl. du.).

†6. Šuxwaáko' saNIštaakAhníni'.

a. Kataroópi'Iš kUšiteé'I.

b. xaátš kunatiíNU

c. NanihkaroókUx kutá'.

d. Sáx kUšitAxií'I.

e. čiwáhtš kuNAseéNU

TEST YOURSELF

†1. Tičé no' nakuwaákA saNIšíni'?

a. My coat is blue.
b. That car is mine.
c. Is my dog a hound?
d. This apple is yours.
e. Is your wagon new?

†2. Tičé no' nakuwaákA saNIštaakAhníni'?

a. NuunaákUx xaátš kUšiteé'I.

b. Xaátš kUšineéNU tí' xaahúNA.

c. Kataroópi'Iš kUšiNAseéNU tičipirií'I.

d. HaakAxtáwa kunaá'U tičiišawataá'A.

e. T^{i}naáxA nanihkaroókUx naraaNUstAhkataáNU kutaá'.

ANSWERS

Conversation-Vocabulary

Practice

3. a. TAhná čiRIsuúnu'.
   b. SúxtIt tičirikaruúxIt.
   c. Bill tirá taNAhaataaká.
   d. Xaátš kunatiíNU tí' skaraáNUx.
   e. Ka nará xeeháni'?
   f. Tiraaníhtš.
   g. Ka nará xaanoohaánu' (or skatarákA)?
   h. Ka naasšó' kíri?
   i. Kuteešaá'A Skataáka.
   j. Natihnaá'U teesšó' sUxčés.

Grammar and Sentence Patterns

Practice

5. a. Xaátš kutatií'.
   b. šawítš kuNAxiíNU
   c. ŠakUhnukaahákUx kutá'.
   d. neesítš kunatiíNU
   e. Kóstš kutAseé'I.

6. a. The car is theirs.
   b. my dog
   c. The pen is his.
   d. The turtle is yours (pl.).
   e. our (incl. du.) fish

Test Yourself

1. a. Uukawítš kunatiíNU titaree'úx.
   b. NuunaáxA kataroópi'Iš kutatií'I.
   c. Xaátš kunatiíNU ka nó' skačiwaáRUt?
   d. T^{i}naákUx ápos katAxií'I.
   e. Saapiraaniwóx kuNAxiíNU ka načipirií'I?

2. a. That dog is theirs.
   b. Their dog is a dachshund.
   c. Our car is new.
   d. His table is white.
   e. This yellow pencil is his.

LESSON 49

Body Parts and Expression of Physical State

CONVERSATION

Grandson:	Čiíra atípa'.	'Hello, grandfather.'
Grandfather:	Čiíra paaxúh.	'Hello, grandson.'
Grandson:	Tiče wekuNAxuú'Ut, atípa'?	'How are you, grandfather?'
Grandfather:	TiNUsaakaríčI taasuú'a' na tikučištuuwa'aanú'. Kaakunaahé nakuraaNIhtšaáNA.	'It's raining today, and my bones are aching. It's no good to get old.'
Grandson:	Kaakí', tunaahé nakuraaNIhtšaáNA. Aráh, tikukaxta'aánu' haáwa'. Skaawitáhtš tiinaana'aánu' tiíNI. ŠitItčipirií'I.	'No, it's good to be old. Say, my leg hurts, too. Our youngest sister has a toothache now. We're young.'
Grandfather:	TAxiwáhNIš. Wáh siisuxtaa'eeríku' awiraaNIswatákUx.	'You're right. Now, let's watch television!'

VOCABULARY

Witiišuxtii'Uxíšto' nakuwaákA t^{i}naroósI saNIšíni'.

paaxúh	'grandson'
aráh	'say!, hey!'
awiraaNIswatákUx	'television; movie (that is, theater)'
ra'aan (tira'aanú')	'to hurt, ache (it hurts)'
un...čireewaaxihu (tuhčireewaaxíhu')	'to be or feel itchy (he's itchy)'
skawitáhtš	'youngest (female) child'
in...awitskaawaa'a (taawitskaáwaa')	'to be sweating (he's sweating)'

raaNIhtšaan (tiraaNIhtšá)	'to get old (he's getting old)'
sanaánu'	'chin'
nikakíni'	'forehead'
čiinít^{i}ni'	'nape (of the neck)'
šaanaáku'	'wrist'
kaáxu'	'leg'
waakuuká'u'	'chest (breast)'
sIniítu'	'nose'
páxu'	'head'
íšu'	'hand'
wiínu'	'arm'
áxu'	'foot'
čiíšu'	'bone'
aánu'	'tooth'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

    a. wrist
    b. grandson
    c. foot
    d. it hurts
    e. leg
    f. arm
    g. chin
    h. he's getting old
    i. head
    j. youngest (female) child
    k. nose
    l. he's itchy
    m. chest
    n. hand
    o. television
    p. he's sweating
    q. nape (of the neck)
    r. forehead
    s. movie theater
    t. bone
    u. tooth

2. Šuxwaáko' saNIštaakAhníni'.

    a. tuhčireewaaxíhu'
    b. čiinít^{i}ni'
    c. páxu'
    d. waakuuká'u'
    e. awiraaNIswatákUx
    f. nikakíni'
    g. tiraaNIhtšá
    h. íšu'
    i. sIniítu'
    j. paaxúh
    k. šaanaáku'
    l. áxu'
    m. tira'aanú'
    n. kaáxu'
    o. aráh
    p. sanaánu'

q. wiínu'

r. taawitskaáwaa'

s. aánu'

t. čiíšu'

GRAMMAR AND SENTENCE PATTERNS

1. Possession in the Singular

In earlier lessons you learned to say sentences like the following:

Tikoonaásu'.	'I'm cold.'
TihAstaahíš.	'She's thirsty.'

In English these descriptions of physical states are adjectives, but in Arikara they are passive verbs.

Study these sentences:

Tikiišanaásu'.	'My hand is cold.'
TapAxta'aanú'.	'Your head is hurting.'

In order to describe the physical state of a body part, the Arikara speaker:

a. uses a passive verb; and

b. includes the basic form of the body part name in the verbal form; that is, he incorporates the body part noun stem into the verb.

For example:

Tikiišanaásu'.	'My hand is cold.'
ti + ku + iš + anaasu'	
ti	3rd person indicative prefix
ku	1st person object pronoun prefix
iš	body part noun stem
anaasu'	verb stem

TapAxta'aánu'.	'Your head is hurting.'
ti + a + pax + ra'aan + u'	
ti	3rd person indicative prefix
a	2nd person object pronoun prefix
pax	body part noun stem
ra'aan	verb stem
hu'	independent imperfective verb suffix

Summary: 1. The noun suffix -u' is dropped when the noun is incorporated into the verb stem.

2. When the first sound of a noun stem is a short vowel and the noun stem comes immediately after another short vowel sound, the two short vowel sounds contract. For example,

ku + iš becomes kiiš

Practice

†1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. My head is hurting.
b. Your leg is cold.
c. My nose is cold.

†2. Šuxwaáko' saNIštaakAhníni'.

a. Tikuwiinawí'At.

b. Tiinaana'aánu'.

c. Tikaaxawí'At.

2. Possession in the Non-Singular

Study these sentences to learn several ways to indicate the dual or the plural when you talk about the physical state of body parts:

a. TiNAhna'aanú'.	'They're hurting.'
ti + in + raak + ra'aan + hu'	
ti	3rd person indicative prefix
in	3rd person plural prefix
raak	plural prefix
ra'aan	verb stem
hu'	independent imperfective verb suffix

b. TikuraakIšstaanawí'At.	'Our hands are tired.'
ti + ku + raak + iš + raan + awi'at	
ti	3rd person indicative prefix
ku	1st person object pronoun prefix
raak	plural prefix
iš	noun stem
raan	plural prefix
awi'at	verb stem

c. Šitikiišawí'At	'My hands are tired.'
ši + ti + ku + iš + awí'at	
ši	dual prefix
ti	3rd person indicative prefix
ku	1st person object pronoun prefix
iš	noun stem
awí'at	verb stem

d. Tikišwaanaásu'.	'My hands are cold.'
ti + ku + iš + waa + anaas + hu'	
ti	3rd person indicative prefix
ku	1st person object pronoun prefix
iš	noun stem
waa	distributive prefix
anaas	verb stem
hu'	independent imperfective verb suffix

e. Tikoxwaanaásu'.	'My feet are cold.'
ti + ku + ax + waa + anaas + hu'	
ti	3rd person indicative prefix
ku	1st person object pronoun prefix
ax	noun stem
waa	distributive prefix
anaas	verb stem
hu'	independent imperfective verb suffix

Summary:

1. raak, in...raak, raan, and waa show plurality or duality in these expressions.
2. raak shows that there is a plural subject, as in sentences a and b.
3. in...raak shows that the plural subject is in the 3rd person, as in sentence a.
4. raan is one way of showing that the incorporated noun is either dual or plural, as in sentence b.
5. ši shows that the incorporated noun is dual, as in sentence c.
6. waa, the distributive prefix, is sometimes used in place of any other non-singular prefix to show that the incorporated noun is dual or plural, as in sentences d and e.
7. You must consider the singular or non-singular qualities of the subject and the incorporated noun separately. Therefore you may have two non-singular prefixes, one for the subject and one for the incorporated noun, as in sentence b.

Practice

†3. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. His eyes are tired.
b. Our (in. du.) arms are cold.
c. Our (in. du.) hands are cold.
d. Our (in. pl.) feet are tired.
e. My legs are hurting.

†4. Šuxwaáko' saNIštaakAhníni'.

a. Šitiišawí'At.

b. KAšinaakaxta'aanú'?

c. Tsakoxtaanawí'At.

d. TikuraakIšwaanaásu'.

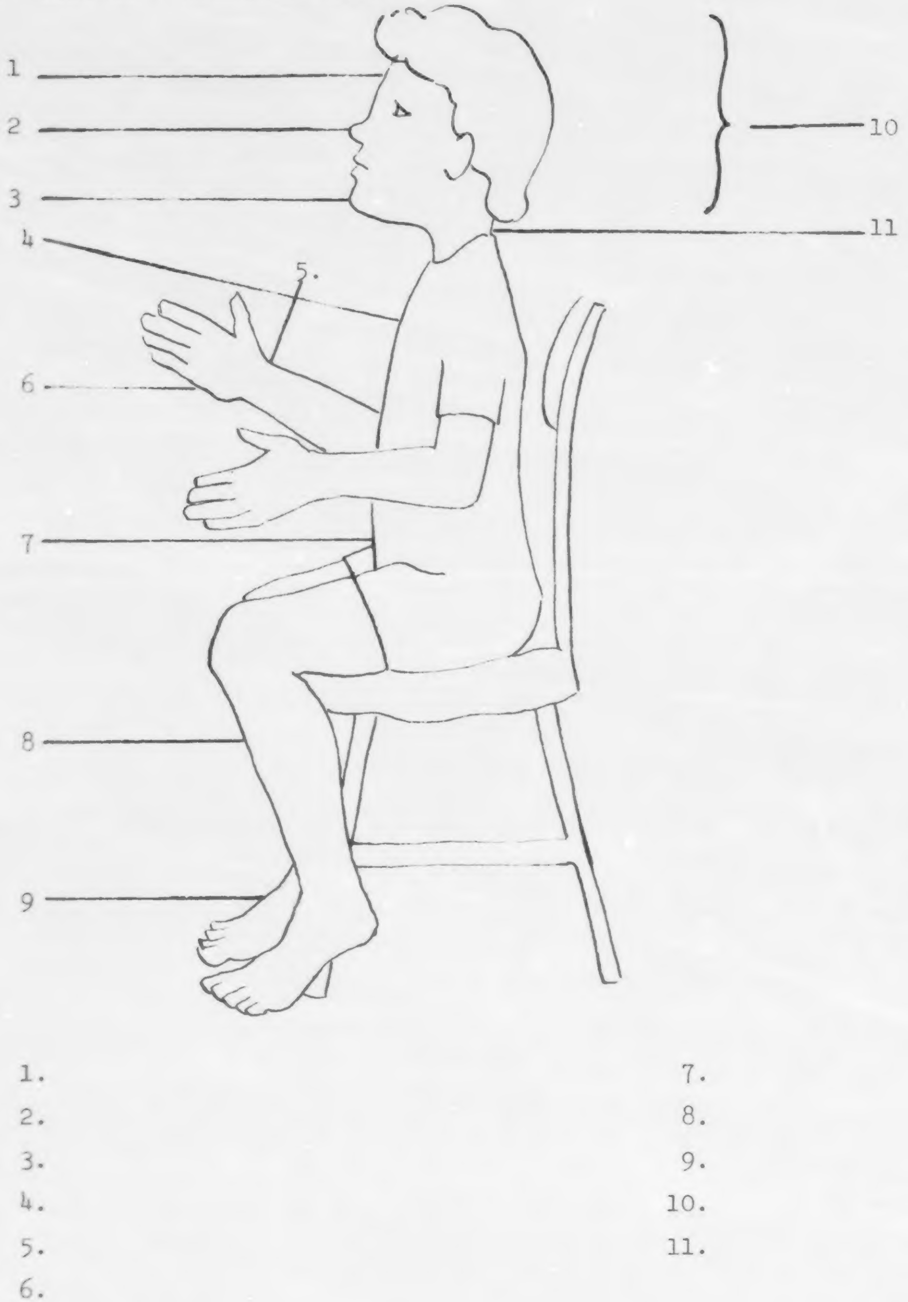
e. Šitikiišawí'At.

TEST YOURSELF

See following page.

TEST YOURSELF

1. Tičé no' nakuwaákA saNIšíni'?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1.
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10.
11.

†2. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

a. My head is hurting today.
b. My feet are cold while sitting here.
c. Does your head hurt now?
d. It’s hot outside.
e. He is sweating as he is singing.
f. His horse is getting old.
g. Do you have a toothache today?
h. Yes, my tooth hurts me now.
i. Do your legs hurt?
j. My arm is not tired.

†3. Šuxwaáko’ saNIštaakAhníni’.

a. T^{i}nakatiisí’U tiku’aana’aanú’.

b. TiíNI kaakikiišawí’At.

c. Paul šitešwaanaásu’.

d. Xâx ka napAxta’aanú’?

e. Tikoowí’At tsu šitikukaxta’aanú’.

f. Xaawaarúxti’ kunatiíNU tuhčireewaaxíhu’.

g. Tira^{a}wísAt nakuhnaa’eeríku awiraaNIswatákUx.

h. TikuraaNIhtšaanú’ na tikučištuuwa’aanú’.

i. TeewiRItčé’ na šitikoxta’aanú’.

j. TeewiRItčé’ tsu tikoxwaanaásu’.

ANSWERS

Grammar and Sentence Patterns

Practice

1. a. TikupAxta’aanú’.

   b. Takaaxanaásu’.

   c. TikiisIniitanaásu’.

2. a. My arm is tired.
   b. Her tooth hurts. or She has a toothache.
   c. His leg is tired.

3. a. Šitičiriikawí’At.

b. Tsakuwiihwaanaásu’.

c. Tsakiišwaanaásu’.

d. TikuraakAxtaanawí’At.

e. Šitikukaxta’aanú’.

4. a. His hands are tired.
b. Are your legs hurting?
c. Our (in. du.) feet are tired.
d. Our (in. pl.) hands are cold.
e. My hands are tired.

Test Yourself

2. a. TiNUsaakaríčI tikupAxta’aanú’.

b. WenátkUx tiihá’I šitikooxanaásu’.

c. TiíNI ka napAxta’aanú’.

d. OowátkAt teewiRItčé’.

e. Taawitskaáwaa’ wenaraanoóku’.

f. Xaawaarúxti’ kunaá’U tiraaNIhtšá.

g. T^{i}NUsaakaríčI ka na’aana’aanú’?

h. Heé’, tiíNI tiku’aana’aanú’.

i. KA šinakaxta’aanú’?

j. Kaakikuwiinawí’At.

3. a. I have a toothache tonight.
b. My hand is not tired now.
c. Paul’s feet are cold.
d. Does your mother have a headache?
e. I’m tired, but my legs aren’t sore.
f. My horse is itchy.
g. It’s time to watch television.
h. I’m getting old and my bones are aching.
i. It’s very hot and my feet hurt.
j. It’s very hot, but my feet are cold.

LESSON 50

Imperative Mode: Giving Commands

CONVERSATION

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

Bob:	John, wetikoosšičinaáNAt. SištaaWIhka’iíšWA!	'I’m impatient. Let’s go go hunting!'
John:	Hawáh. SíšWA iiNAhunaaniitiíkUx! Anuuhá’I tIhunuuwá NAhnunáhtš na Axkaá’.	'Okay. Let’s go into the coulee! There are deer and antelope there.'
Bob:	KA šiNAxtá pítkUx t^{i}naáku’? Čikú kaakAhná.	'Do you have two guns? I don’t have any.'
John:	Heé’. TAhnaná táWIt.	'Yes, I have three.'
Bob:	Tunaahé čiišiNAxtá. Šiišištá’ pítkUx t^{i}naáku’! Hawáh šištá’ neesítš!	'That’s good, your having two. Bring two guns! Also bring a knife!'
John:	Heé’. Koxtihwísa’ štóh wenitookúxtA čiití’Iš. Šuuxawireehaá’As!	'Yes, I’ll return at 4:00. Be ready!'

VOCABULARY

Witiišuxtii’Uxíšto’ nakuwaákA t^{i}naroósI saNIšíni’.

asšičinaaNAt (teesšičinaáNAt)	'to be impatient (he’s impatient)'
hunaaniitiikUx (tIhunaaniitiíkUx)	'to be a coulee (it’s a coulee)'
in...ra’a (tará’)	'to bring it (he brings it)'
wanik (tiiwáNIt)	'to shoot it (he shoots it)'
ut...raanu’ (tuhnaánu’)	'to number, be ____ number (it numbers)'
čiiwaano’ (tičiiwaáno’)	'to butcher it (he butchers it)'
NAhnunáhtš	'deer'

Axkaá'	'antelope'
arikúsu'	'bighorn sheep'
arikaraánu'	'stag'
wáh	'elk'
t^{i}naáku'	'gun'
sčiríhtš	'coyote'
čítUx	'beaver'
kúhkUx	'hog, pig'
hukós	'bull'

Practice

1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno'.

a. antelope
b. he shoots it
c. coyote
d. he's impatient
e. gun
f. it numbers...
g. stag
h. it's a coulee
i. pig
j. deer
k. bull
l. he brings it
m. hog
n. bighorn sheep
o. elk
p. he butchers it
q. beaver

2. Šuxwaáko' saNIšíni'.

a. wáh
b. kúhkUx
c. teessšičinaáNAt
d. NAhnunáhtš
e. sčiríhtš
f. arikaraánu'
g. tiiwáNIt
h. t^{i}naáku'
i. tičiiwaáno'
j. Axkaá'
k. tará'
l. hukós
m. čítUx
n. tuhnaánu'
o. arikúsu'
p. tIhunaaniitiíkUx

†3. ŠuuNUxtaniíno' saNIšíni'. (These sentences are based on the Conversation.)

a. Bring two knives!
b. I have five elks.
c. There are pigs and bulls there.
d. I'll return at nine o'clock.
e. I don't have any.
f. There are deer and beaver there.
g. Bring a gun!
h. Let's go hunting!
i. Be ready!

GRAMMAR AND SENTENCE PATTERNS

1. Simple Imperative

Since Lesson 4, most of the directions in this textbook have been in Arikara; for example,

Šuxwaáko’ saNIšíni’!	'Say it in Arikara!'

This sentence is in the imperative mode - it gives a command.

Study these commands:

a. ŠuxwiítIt!	'Sit down!'
i + x + ux + wiitik	
i	imperative mode prefix
x	2nd person subject pronoun prefix
ux	imperative mode prefix
wiitik	verb stem

b. Šuxwaawa’á!	'Eat!'
i + x + ux + waawa’a	
i	imperative mode prefix
x	2nd person subject pronoun prefix
ux	imperative mode prefix
waawa’a	verb stem

c. ŠiišuxwiiruútIt!	'(You two) sit down!'
ši + i + x + ux + wiiruutik	
ši	dual prefix
i	imperative mode prefix
x	2nd person subject pronoun prefix
ux	imperative mode prefix
wiiruutik	verb stem

d. Šiišuxwaawa’á!	'(You two) eat!'
ši + i + x + ux + waawa’a	
ši	dual prefix
i	imperative mode prefix
x	2nd person subject pronoun prefix
ux	imperative mode prefix
waawa’a	verb stem

Summary: 1. *i...ux* is the imperative mode prefix.

2. For the simple imperative, the form is *i + x + ux*.

3. When the prefix *i* is the first word part, it is not pronounced, as in sentences *a* and *b*.

4. *i + x* becomes *iš*, as in sentences *a* and *b*. Thus, the imperative form begins *šux*, unless it is a non-singular form.

5. When the prefix *i* comes after another prefix, as in sentences *c* and *d*, it is pronounced. Thus, *ši + i* becomes *šii*, as in sentences *c* and *d*.

Practice

†1. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. Be ready!
b. Shoot it!
c. Eat!
d. (You two) sit down!
e. (You two) butcher it!

†2. Šuxwaáko' saNIštaakAhníni'.

a. ŠuúxAt!

b. ŠiišuxčíkAt!

c. Šuxčiíka'!

d. Šuxtaanoóku'!

e. Šiišuxwaawa'á!

2. Imperative in the 1st Person

The imperative can also be used for other persons as well as for the 2nd person. For example, if the subject is 'I', the verb translates as, 'let me ____ it!' Use these charts as patterns.

VERB CHARTS

a. čiika 'to drink' - imperative mode

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tuxčiíka’	siščiíka’	šiituxčiíka’	toxtaačiíka’	
2nd	šuxčiíka’	šiišuxčiíka’		šuxtaačiíka’	
3rd	nuxčiíka’	šinuxčiíka’		niščiíka’	

NOTE: All imperative forms except 2nd person are translated 'let me ____ it!' 2nd person (singular, dual, and plural) is translated '(you) ____ it!'

b. at 'to go' - imperative mode

Person	Singular	Dual		Plural	
		Inclusive	Exclusive	Inclusive	Exclusive
1st	tuúxAt	síšWA	šiitúxWA	toxtaapó’	tuxtaapó’
2nd	šuúxAt	šiišúxWA		šuxtaapó’	
3rd	nuúxAt	šinúxWA		nuxtaáNAt	

Practice

3. Šuxwaáko’ saNIšíni’. ŠuuNUxtaniíno’ saNIšíni’.

a. Let him go!
b. Let us (you and me) drink it!
c. You go! (sing.)
d. Drink it! (pl.)
e. Let’s (him and me) go!
f. Let me drink it!
g. Go! (du.)

4. Šuxwaáko’ saNIštaakAhníni’.

a. Šiituxčiíka’!
b. SíšWA!
c. Nuxčiíka’!
d. TuúxAt!
e. Šuxčiíka’!
f. ŠinúxWA
g. Šiišuxčiíka’!

3. Imperative Forms for Verb Stems with Preverbs

The imperative form for verb stems with preverbs (un, ut, and in) is:

i + x + preverb + ux + verb stem

The preverb is inserted between the 2nd person pronoun prefix x and the imperative mode prefix ux. For example:

a. ŠuunuuxAtkó'!	'Listen to him!'
i + x + un + ux + atko'	
i	imperative mode prefix
x	2nd person subject pronoun prefix
un	preverb
ux	imperative mode prefix
atko'	verb stem

b. SuuxeéRIt!	'Look at him!; see him!'
i + x + ut + ux + eerik	
i	imperative mode prefix
x	2nd person subject pronoun prefix
ut	preverb
ux	imperative mode prefix
eerik	verb stem

c. Šištá'!	'Bring it!'
i + x + in + ux + ra'a	
i	imperative mode prefix
x	2nd person subject pronoun prefix
in	preverb
ux	imperative mode prefix
ra'a	verb stem

Summary:
1. i + x + un + ux becomes šuunuux, as in sentence a.
2. i + x + ut + ux becomes sux, as in sentence b.
3. i + x + in + ux becomes šiš, as in sentence c.

Practice

5. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. Bring them!
   b. Look at him!
   c. Listen to him!
   d. (You du.) look at him!
   e. Dance!

6. Šuxwaáko' saNIštaakAhníni'.

   a. Šiišiškaá'!

   b. ŠiisuuxeéRIt!

   c. ŠiišuunuuxAtkó'

   d. Šištaná'!

   e. Šiškaá'!

TEST YOURSELF

1. Match the English equivalents in Column B with the Arikara terms in Column A.

A

____ NAhnunáhtš
____ Axkaá'
____ arikúsu'
____ arikaraánu'
____ wáh
____ t^{i}naáku'
____ sčiríhtš
____ čítUx
____ kúhkUx
____ hukós

B

a. gun
b. elk
c. beaver
d. deer
e. stag
f. hog
g. antelope
h. bull
i. coyote
j. bighorn sheep

+2. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

   a. John, go to the store!
   b. Drink this milk!
   c. Sue, eat this pear!
   d. Bring some meat!
   e. Butcher a hog tomorrow!

+3. Šuxwaáko' saNIštaakAhníni'.

a. Šištaná' čikú átit!

b. ŠuxkoótIt nuunaaríčI NAhnunáhtš!

c. TikuNAsá'Ux. Sišwaawa'á!

d. ŠuuxuúkAt na šuxwiítIt!

e. Šiišuxčiíka' t^{i}načiraáhkUx tstoóxu'!

4. This conversation is a review of some of the vocabulary in this lesson and verbs in the past tense. Test yourself by covering one side and translating from one language to another. Then translate in the opposite way. If you are unable to do this, study the dialog and memorize it.

Alfred:	SináNI, ka NAxuxtaaWIhka'iíšAt t^{i}NUsaakaríčI?	'My friend, have you gone hunting today?'
John:	Heé'. NeeneetiiwáNIt wáh. NetkoótIt. Tat^{i}ná' štóh.	'Yes, I shot an elk. I killed it. I brought it back.'
Alfred:	Ka NAxčiiwaáno'?	'Did you butcher it?'
John:	Kaakí'. KaakAtčiiwaáno'. NatiiNAhtakú'U neeniičiiwaáno'.	'No, I didn't butcher it. My wife butchered it.'
Alfred:	Ka NUsuuxeéRIt áNA čikú arikúsu'?	'Did your brother see a bighorn sheep?'
John:	Kaakí'. Inaáni' tUsuuxeéRIt suúnu'.	'No, my brother saw a porcupine.'

+5. Šuxwaáko' saNIšíni'. ŠuuNUxtaniíno' saNIšíni'.

a. Did you see a white beaver?
b. I'll butcher this pig tomorrow.
c. I killed two porcupines.
d. Tomorrow let me be the one to kill the stag!

+6. Šuxwaáko' saNIštaakAhníni'.

a. TatUsuuxeéRIt sčiríhtš nuxkatiisí'U.

b. Nuxkatiisí'U tatuxkoótIt Axkaá' naRIhuúNU.

c. ParúNIt šuxčiiwaáno' wáh!

d. ŠuxwáNIt nuunaaríčI NAhnunáhtš anuuhá'I!

ANSWERS

Conversation - Vocabulary

3. a. Šištá’ pítkUx neesítš!
   b. TAhnaná šíhUx wáh.
   c. TIhunuuwá kúhkUx na hukós.
   d. Koxtihwísa’ štóh wenitookúxtA nooxiniiwaáNA.
   e. Čikú kaakAhná.
   f. TIhunuuwá NAhnunáhtš na čítUx.
   g. Šištá’ neesítš!
   h. SištaaWIhka’iíšWA!
   i. Šuuxawireehaá’As.

Grammar and Sentence Patterns

1. a. Šuuxawireehaá’As!
   b. ŠuxwáNIt!
   c. Šuxwaawa’á!
   d. ŠiišuxwiiruútIt!
   e. Šiišuxčiiwaáno’!

2. a. Go!
   b. (You two) cry!
   c. Drink!
   d. Sing!
   e. (You two) eat!

3. a. Šištaná’!
   b. SuuxeéRIt!
   c. ŠuunuuxAtkó’!
   d. ŠiisuuxeéRIt!
   e. Šiškaá’!

4. a. (You du.) dance!
   b. (You du.) look at him!
   c. (You du.) listen to him!
   d. Bring them!
   e. Dance!

Test Yourself

2. a. John, šuúxAt iinaakaáWI naapIhúxu’!
   b. T^{i}načiraáhkUx etčiísu’ šuxčiíka’!
   c. Sue, t^{i}naákUx nuhnaanunáWI šuuxá!
   d. Šištaná’ čikú tsáštš!
   e. NAheešá šuxčiiwaáno’ kúhkUx!

3. a. Bring some beans!
   b. Kill that deer!
   c. I’m hungry. Let’s (in. du.) eat!
   d. Go in and sit down!
   e. (You du.) drink this water!

5. a. Ka NAxsuuxeéRIt čítUx nataakaáNU?

b. Koxtičiiwaáno' t^{i}naákUx kúhkUx NAheešá.

c. NeešineetikoótIt pítkUx suúnu'.

d. NAheešá nikiituxkoótIt arikaraánu'.

6. a. I saw a coyote last night.
b. Last night I killed a big antelope.
c. Butcher the elk quickly!
d. Shoot that deer over there!

VERB CHARTS

INDICATIVE PATTERNS: Singular

Active Verbs

Verb	1st Person	2nd Person	3rd Person
drinking	tAtčiikaáhu'	tAxčiikaáhu'	tičiikaáhu'
singing	tAhnaanoóku'	tAxtaanoóku'	tiraanoóku'
talking	tAtwaaWIhtiíku'	tAxwaaWIhtiíku'	tiwaaWIhtiíku'
sleeping	taatItká	taaxItká	títka
crying	tAtčíkAt	tAxčíkAt	tičíkAt
fighting	taatapáku'	taaxapáku'	teepáku'
making it	tAhnoóku'	tAxtoóku'	tiroóku'
looking for it	taNAxwé'	tAxtAxwé'	tiRAxwé'
finding it	tatunáx	tAxunáx	tIhunáx
picking it up	tAtkúxIt	tAxkúxIt	tikúxIt

INDICATIVE PATTERNS: Dual

Active Verbs

Verb	1st Person	2nd Person	3rd Person
are drinking	šitAtčiikaáhu' tsihčiikaáhu'	šitAxčiikaáhu'	šitičiikaáhu'
are singing	šitAhnaanoóku' tsinaanoóku'	šitAxtaanoóku'	šitiraanoóku'
are talking	šitAtwaaWIhtiíku' tsihwaaWIhtiíku'	šitAxwaaWIhtiíku'	šitiwaaWIhtiíku'
are sleeping	šitaatItkáwa tsiiNItkáwa	šitaaxItkáwa	šititkáwa
are crying	šitAtčíkAt tsihčíkAt	šitAxčíkAt	šitičíkAt
are fighting	šitaatapáku' tsiinapáku'	šitaaxapáku'	šiteepáku'
are making it	šitAhnoóku' tsinoóku'	šitAxtoóku'	šitiroóku'
are looking for it	šitaNAxwé' tsiNAxwé'	šitAxtAxwé'	šitiRAxwé'
are finding it	šitatunáx tsihnunáx	šitAxunáx	šitIhunáx
are picking it up	šitAtkúxIt tsihkúxIt	šitAxkúxIt	šitikúxIt

INDICATIVE PATTERNS: Plural

Active Verbs

Verb	1st Person	2nd Person	3rd Person
are drinking	tAhnačiikaáhu’ tataraačiikaáhu’	tAxtačiikaáhu’	tihčiikaáhu’
are singing	tAhnaNAhnaanoóku’ tataraahnaanoóku’	tAxtAhnaanoóku’	t^{i}naanoóku’
are talking	tAhnapaaWIhtiíku’ tataraapaaWIhtiíku’	tAxtapaaWIhtiíku’	tihwaaWIhtiíku’
are sleeping	tAhnaakItkáwa tataraakItkáwa	tAxtaakItkáwa	tiiNItkáwa
are crying	tAhnaNAhčíkAt tataraaNAhčíkAt	tAxtaNAhčíkAt	tiRAhčíkAt
are fighting	tAhnaakapáku’ tataraakapáku’	tAxtaakapáku’	tiinapáku’
are making it	šitAhnoóku’ šitsinoóku’	šitAxtoóku’	šit^{i}noóku’
are looking for it	šitaNAxwé’ šitsiNAxwé’	šitAxtAxwé’	šitiNAxwé’
are finding it	šitatunáx šitsihnunáx	šitAxunáx	šitihnunáx
are picking it up	šitAtkúxIt šitsihkúxIt	šitAxkúxIt	šitihkúxIt

INDICATIVE PATTERNS: Singular

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
warm	tikoowiriitaánu'	taawiriitaánu'	teewiriitaánu'
cold	tikoonaásu'	taanaásu'	teenaásu'
tired	tikoowí'At	taawí'At	teewí'At
sleepy	tikisčípi	tesčípi	tisčípi
thirsty	tikuhAstaahíš	taahAstaahíš	tihAstaahíš
hungry	tikuNAsá'Ux	tooNAsá'Ux	tuNAsá'Ux
very hot	tikoowiRItčé'	taawiRItčé'	teewiRItčé'

INDICATIVE PATTERNS: Dual

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
are warm	šitikoowiriitaánu' tsakoowiriitaánu'	šitaawiriitaánu'	šiteewiriitaánu'
are cold	šitikoonaásu' tsakoonaásu'	šitaanaásu'	šiteenaásu'
are tired	šitikoowí'At tsakoowí'At	šitaawí'At	šiteewí'At
are sleepy	šitikisčípi tsakisčípi	šitesčípi	šitisčípi
are thirsty	šitikuhAstaahíš tsakuhAstaahíš	šitaahAstaahíš	šitihAstaahíš
are hungry	šitikuNAsá'Ux tsakuNAsá'Ux	šitooNAsá'Ux	šituNAsá'Ux
are very hot	šitikoowiRItčé' tsakoowiRItčé'	šitaawiRItčé'	šiteewiRItčé'

INDICATIVE PATTERNS: Plural

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
are warm	tikuraakawiriitaánu' tatakuraakawiriitaánu'	taraakawiriitaánu'	tiinaakawiriitaánu'
are cold	tikuraapaanaásu' tatakuraapaanaásu'	taraapaanaásu'	tiinapaanaásu'
are tired	tikuraahnaanawí'At tatakuraahnaanawí'At	taraahnaanawí'At	tiiNAhnaanawí'At
are sleepy	tikuraakIsčípi tatakuraakIsčípi	taraakIsčípi	tiiNIsčípi
are thirsty	tikuraakAstaahíš tatakuraakAstaahíš	taraakAstaahíš	tiinakAstaahíš
are hungry	tikuhnaaNAsá'Ux tatakuhnaaNAsá'Ux	tohnaaNAsá'Ux	tiitaNAsá'Ux
are very hot	tikuraakawiRItčé' tatakuraakawiRItčé'	taraakawiRItčé'	tiinaakawiRItčé'

QUESTION PATTERNS: Singular

Active Verbs

Verb	1st Person	2nd Person	3rd Person
drinking	ka NAtčiikaáhu'	ka NAxčiikaáhu'	ka načiikaáhu'
singing	ka NAhnaanoóku'	ka NAxtaanoóku'	ka naraanoóku'
talking	ka NAtwaaWIhtiíku'	ka NAxwaaWIhtiíku'	ka nawaaWIhtiíku'
sleeping	ka naatItká	ka naaxItká	ka nétka
crying	ka NAtčíkAt	ka NAxčíkAt	ka načíkAt
fighting	ka naatapáku'	ka naaxapáku'	ka naapáku'
making it	ka NAhnoóku'	ka NAxtoóku'	ka naroóku'
looking for it	ka naNAxwé'	ka NAxtAxwé'	ka naRAxwé'
finding it	ka NAtkúxIt	ka NAxkúxIt	ka nakúxIt
picking it up	ka natunáx	ka NAxunáx	ka NAhunáx

QUESTION PATTERNS: Dual

Active Verbs

Verb	1st Person	2nd Person	3rd Person
drinking	kA šiNAtčiikaáhu' ka NAsihčiikaáhu'	kA šiNAxčiikaáhu'	kA šinačiikaáhu'
singing	kA šiNAhnaanoóku' ka NAsinaanoóku'	kA šiNAxtaanoóku'	kA šinaraanoóku'
talking	kA šiNAtwaaWIhtiíku' ka NAsihwaaWIhtiíku'	kA šiNAxwaaWIhtiíku'	kA šinawaaWIhtiíku'
sleeping	kA šinaatItkáwa ka NAseeNItkáwa	kA šinaaxItkáwa	kA šinetkáwa
crying	kA šiNAtčíkAt ka NAsihčíkAt	kA šiNAxčíkAt	kA šinačíkAt
fighting	kA šinaatapáku' ka NAsiinapáku'	kA šinaaxapáku'	ka naapáku'
making it	kA šiNAhnoóku' ka NAsinoóku'	kA šiNAxtoóku'	kA šinaroóku'
looking for it	kA šinaNAxwé' ka NAsiNAxwé'	kA šiNAxtAxwé'	kA šinaRAxwé'
finding it	kA šiNAtkúxIt ka NAsihkúxIt	kA šiNAxkúxIt	kA šinakúxIt
picking it up	kA šinatunáx ka NAsihnunáx	kA šiNAxunáx	kA šiNAhunáx

QUESTION PATTERNS: Plural

Active Verbs

Verb	1st Person	2nd Person	3rd Person
drinking	ka NAhnačiikaáhu' ka nataraačiikaáhu'	ka NAxtačiikaáhu'	ka nihčiikaáhu'
singing	ka NAhnaNAhnaanoóku' ka nataraahnaanoóku'	ka NAxtaNAhtaanoóku'	ka ninaanoóku'
talking	ka NAhtapaaWIhtiíku' ka nataraapaaWIhtiíku'	ka NAxtapaaWIhtiíku'	ka nihwaaWIhtiíku'
sleeping	ka NAhnaakItkáwa ka nataraakItkáwa	ka NAxtaakItkáwa	ka niiNItkáwa
crying	ka NAhnaNAhčíkAt ka natarahNAhčíkAt	ka NAxtaNAhčíkAt	ka naRAhčíkAt
fighting	ka NAhnaakapáku' ka nataraakapáku'	ka NAxtaakapáku'	ka niinapáku'
making it	kA šiNAhnoóku' kA šiNAsinoóku'	kA šiNAxtoóku'	kA šininoóku'
looking for it	kA šinaNAxwé' kA šiNAsiNAxwé'	kA šiNAxtAxwé'	kA šiniiNAxwé'
finding it	kA šinatunáx kA šiNAsihnunáx	kA šiNAxunáx	kA šinihnunáx
picking it up	kA šiNAtkúxIt kA šiNAsihkúxIt	kA šiNAxkúxIt	kA šinihkúxIt

QUESTION PATTERNS: Dual

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
warm	kA šinikoowiriitaánu' ka NAsakoowiriitaánu'	kA šinaawiriitaánu'	kA šinaawiriitaánu'
cold	kA šinikoonaásu' ka NAsakoonaásu'	kA šinaanaásu'	kA šinaanaásu'
tired	kA šinikoowí'At ka NAsakoowí'At	kA šinaawí'At	kA šinaawí'At
sleepy	kA šinikisčípi ka NAsakisčípi	kA šinesčípi	kA šinesčípi
thirsty	kA šinikuhAstaahíš ka NAsakuhAstaahíš	kA šinahAstaahíš	kA šinahAstaahíš
hungry	kA šinikuNAsá'Ux ka NAsakuNAsá'Ux	kA šinooNAsá'Ux	kA šinooNAsá'Ux
very hot	kA šinikoowiRItčé' ka NAsakoowiRItčé'	kA šinaawiRItčé'	kA šinaawiRItčé'

QUESTION PATTERNS: Singular

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
warm	ka nikoowiriitaánu'	ka naawiriitaánu'	ka naawiriitaánu'
cold	ka nikoonaásu'	ka naanaásu'	ka naanaásu'
tired	ka nikoowí'At	ka naawí'At	ka naawí'At
sleepy	ka nikisčípi	ka nesčípi	ka nesčípi
thirsty	ka nikuhAstaahíš	ka nahAstaahíš	ka nahAstaahíš
hungry	ka nikuNAsá'Ux	ka nooNAsá'Ux	ka nooNAsá'Ux
very hot	ka nikoowiRItčé'	ka naawiRItčé'	ka naawiRItčé'

QUESTION PATTERNS: Plural

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
warm	ka nikuraakawiriitaánu' ka natakuraakawiriitaánu'	ka naraakawiriitaánu'	ka niinaakawiriitaánu'
cold	ka nikuraapaanaásu' ka natakuraapaanaásu'	ka naraapaanaásu'	ka niinapaanaásu'
tired	ka nikuraahnaanawí'At ka natakuraahnaanawí'At	ka naraahnaanawí'At	ka niiNAhnaanawí'At
sleepy	ka nikuraakIsčípi ka natakuraakIsčípi	ka naraakIsčípi	ka niinaakIsčípi
thirsty	ka nikuraakIstaahíš ka natakuraakIstaahíš	ka naraakIstaahíš	ka niinakIstaahíš
hungry	ka nikuhnaahNAsá'Ux ka natakuhnaahNAsá'Ux	ka nohnaahNAsá'Ux	ka niitaNAsá'Ux
very hot	ka nikuraakawiRItčé' ka natakuraakawiRItčé'	ka naraakawiRItčé'	ka niinaakawiRItčé'

NEGATIVE PATTERNS: Singular

Active Verbs

Verb	1st Person	2nd Person	3rd Person
do not drink	kaakAtčiikaáhu'	kaakAxčiikaáhu'	kaakičiikaáhu'
do not sing	kaakAhnaanoóku'	kaakAxtaanoóku'	kaakiraanoóku'
do not talk	kaakAtwaaWIhtiíku'	kaakAxwaaWIhtiíku'	kaakiwaaWIhtiíku'
do not sleep	kaakaatItká	kaakaaxItká	kaakítka
do not cry	kaakAtčíkAt	kaakAxčíkAt	kaakičíkAt
do not fight	kaakaatapáku'	kaakaaxapáku'	kaakeepáku'
do not make it	kaakAhnoóku'	kaakAxtoóku'	kaakiroóku'
do not look for it	kaakaNAxwé'	kaakAxtAxwé'	kaakiRAxwé'
do not find it	kaakatunáx	kaakAxunáx	kaakIhunáx
do not pick it up	kaakAtkúxIt	kaakAxkúxIt	kaakikúxIt

NEGATIVE PATTERNS: Dual

Active Verbs

Verb	1st Person	2nd Person	3rd Person
do not drink	šikaakAtčiikaáhu' kaaksihčiikaáhu'	šikaakAxčiikaáhu'	šikaakičiikaáhu'
do not sing	šikaakAhnaanoóku' kaaksinaanoóku'	šikaakAxtaanoóku'	šikaakiraanoóku'
do not talk	šikaakAtwaaWIhtiíku' kaaksihwaaWIhtiíku'	šikaakAxwaaWIhtiíku'	šikaakiwaaWIhtiíku'
do not sleep	šikaakaatItkáwa kaaksiiNItkáwa	šikaakaaxItkáwa	šikaakitkáwa
do not cry	šikaakAtčíkAt kaaksihčíkAt	šikaakAxčíkAt	šikaakičíkAt
do not fight	šikaakaatapáku' kaaksiinapáku'	šikaakaaxapáku'	šikaakeepáku'
do not make it	šikaakAhnoóku' kaaksinoóku'	šikaakAxtoóku'	šikaakiroóku'
do not look for it	šikaakaNAxwé' kaaksiNAxwé'	šikaakAxtAxwé'	šikaakiRAxwé'
do not find it	šikaakatunáx kaaksihnunáx	šikaakAxunáx	šikaakIhunáx
do not pick it up	šikaakAtkúxIt kaaksihkúxIt	šikaakAxkúxIt	šikaakikúxIt

NEGATIVE PATTERNS: Plural

Active Verbs

Verb	1st Person	2nd Person	3rd Person
do not drink	kaakAhnačiikaáhu' kaakataraačiikaáhu'	kaakAxtačiikaáhu'	kaakihčiikaáhu'
do not sing	kaakaNAhnaanoóku' kaakataraahnaanoóku	kaakAxtAhnaanoóku'	kaakinaanoóku'
do not talk	kaakAhnapaaWIhtiíku' kaakataraapaaWIhtiíku'	kaakAxtapaaWIhtiíku'	kaakiRAhpaaWIhtiíku'
do not sleep	kaakAhnaakItkáwa kaakataraakItkáwa	kaakAxtaakItkáwa	kaakiiNItkáwa
do not cry	kaakAhnaNAhčíkAt kaakataraaNAhčíkAt	kaakAxtaNAhčíkAt	kaakiRAhčíkAt
do not fight	kaakAhnaakapáku' kaakataraakapáku'	kaakAxtaakapáku'	kaakiinapáku'
do not make it	šikaakAhnoóku' šikaaksinoóku'	šikaakAxtoóku'	šikaakinoóku'
do not look for it	šikaakaNAxwé' šikaaksiNAxwé'	šikaakAxtAxwé'	šikaakiNAxwé'
do not find it	šikaakatunáx šikaaksihnunáx	šikaakAxunáx	šikaakihnunáx
do not pick it up	šikaakAtkúxIt šikaaksihkúxIt	šikaakAxkúxIt	šikaakihkúxIt

NEGATIVE PATTERNS: Singular

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
not warm	kaakikoowiriitaánu'	kaakaawiriiitaánu'	kaakeewiriitaánu'
not cold	kaakikoonaásu'	kaakaanaásu'	kaakeenaásu'
not tired	kaakikoowí'At	kaakaawí'At	kaakeewí'At
not sleepy	kaakiščípi	kaakeščípi	kaakiščípi
not thirsty	kaakikuhAstaahíš	kaakahAstaahíš	kaakihAstaahíš
not hungry	kaakikuNAsá'Ux	kaakooNAsá'Ux	kaakuNAsá'Ux
not very hot	kaakikoowiRItčé'	kaakaakoowiRItčé'	kaakeekoowiRItčé'

NEGATIVE PATTERNS: Dual

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
not warm	šikaakikoowiriitaánu' kaaksakoowiriitaánu'	šikaakaawiriitaánu'	šikaakeewiriitaánu'
not cold	šikaakikoonaásu' kaaksakoonaásu'	šikaakaanaásu'	šikaakeenaásu'
not tired	šikaakikoowí'At kaaksakoowí'At	šikaakaawí'At	šikaakeewí'At
not sleepy	šikaakikisčípi kaaksakisčípi	šikaakesčípi	šikaakisčípi
not thirsty	šikaakikuhAstaahíš kaaksakuhAstaahíš	šikaakaahAstaahíš	šikaakihAstaahíš
not hungry	šikaakikuNAsá'Ux kaaksakuNAsá'Ux	šikaakooNAsá'Ux	šikaakuNAsá'Ux
not very hot	šikaakikoowiRItčé' kaaksakoowiRItčé'	šikaakaawiRItčé'	šikaakeewiRItčé'

NEGATIVE PATTERNS: Plural

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
not warm	kaakikuraakawiriitaánu' kaakatakuraakawiriitaánu'	kaakaraakawiriitaánu'	kaakiinaakawiriitaánu'
not cold	kaakikuraapaanaásu' kaakatakuraapaanaásu'	kaakaraapaanaásu'	kaakiinapaanaásu'
not tired	kaakikuraahnaanawí'At kaakatakuraahnaanawí'At	kaakaraahnaanawí'At	kaakiiNAhnaanawí'At
not sleepy	kaakikuraakIsčípi kaakatakuraakIsčípi	kaakaraakIsčípi	kaakiinaakIsčípi
not thirsty	kaakikuraakAstaahíš kaakatakuraakAstaahíš	kaakaraakAstaahíš	kaakiinakAstaahíš
not hungry	kaakikuhnaNAsá'Ux kaakatakuhnaNAhsá'Ux	kaakohnaNAsá'Ux	kaakiitaNAsá'Ux
not very hot	kaakikuraakawiRItčé' kaakatakuraakawiRItčé'	kaakaraakawiRItčé'	kaakiinaakawiRItčé'

POTENTIAL PATTERNS: Singular
Active Verbs

Verb	1st Person	2nd Person	3rd Person
will be drinking	koxtičiikaáhu'	kooxičiikaáhu'	kooxičiikaáhu'
will be singing	koxtiraanoóku'	kooxiraanooku'	kooxiraanoóku'
will be talking	koxtiwaaWIhtiíku'	kooxiwaaWIhtiíku'	kooxiwaaWIhtiíku'
will be sleeping	koxtítka	kooxítka	kooxítka
will be crying	koxtičíkAt	kooxičíkAt	kooxičíkAt
will be fighting	koxteepáku'	kooxeepáku'	kooxeepáku'
will be making it	koxtiroóku'	kooxiroóku'	kooxiroóku'
will be looking for it	koxtiRAxwé'	kooxiRAxwé'	kooxiRAxwé'
will find it	koxtIhunáx	kooxIhunáx	kooxIhunáx
will pick it up	koxtikúxIt	kooxikúxIt	kooxikúxIt

POTENTIAL PATTERNS: Dual

Active Verbs

Verb	1st Person	2nd Person	3rd Person
will be drinking	šikoxtičiikaáhu' koosihčiikaáhu'	šikooxičiikaáhu'	šikooxičiikaáhu'
will be singing	šikoxtiraanoóku' koosinaanoóku'	šikooxiraanoóku'	šikooxiraanoóku'
will be talking	šikoxtiwaaWIhtiíku' koosihwaaWIhtiíku'	šikooxiwaaWIhtiíku'	šikooxiwaaWIhtiíku
will be sleeping	šikoxtItkáwa koosiiNItkáwa	šikooxItkáwa	šikooxItkáwa
will be crying	šikoxtičíkAt koosihčíkAt	šikooxičíkAt	šikooxičíkAt
will be fighting	šikoxteepáku' koosiinapáku'	šikooxeepáku'	šikooxeepáku'
will be making it	šikoxtiroóku' koosinoóku'	šikooxiroóku'	šikooxiroóku'
will be looking for it	šikoxtiRAxwé' koosiNAxwé'	šikooxiRAxwé'	šikooxiRAxwé'
will find it	šikoxtIhunáx koosihnunáx	šikooxIhunáx	šikooxIhunáx
will pick it up	šikoxtikúxIt koosihkúxIt	šikooxikúxIt	šikooxikúxIt

POTENTIAL PATTERNS: Plural

Active Verbs

Verb	1st Person	2nd Person	3rd Person
will be drinking	koxtiraačiikaáhu' koxteeraačiikaáhu'	kooxiraačiikaáhu'	kooxihčiikaáhu'
will be singing	koxtiraahnaanoóku' koxteeraahnaanoóku'	kooxiraahnaanoóku'	kooxinaanoóku'
will be talking	koxtiraapaaWIhtiíku' koxteeraapaaWIhtiíku'	kooxiraapaaWIhtiíku'	kooxihwaaWIhtiíku'
will be sleeping	koxtiraakItkáwa koxteeraakItkáwa	kooxiraakItkáwa	kooxiiNItkáwa
will be crying	koxtiraaNAhčíkAt koxteeraaNAhčíkAt	kooxiraaNAhčíkAt	kooxiRAhčíkAt
will be fighting	koxtiraakapáku' koxteeraakapáku'	kooxiraakapáku'	kooxiinapáku'
will be making it	šikoxtiroóku' šikoosinoóku'	šikooxiroóku'	šikooxinoóku'
will be looking for it	šikoxtiRAxwé' šikoosiNAxwé'	šikooxiRAxwé'	šikooxiNAxwé'
will find it	šikoxtIhunáx šikoosihnunáx	šikooxIhunáx	šikooxihnunáx
will pick it up	šikoxtikúxIt šikoosihkúxIt	šikooxikúxIt	šikooxihkúxIt

POTENTIAL PATTERNS: Singular

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
will be warm	kooxikoowiriitaánu'	kooxaawiriitaánu'	kooxeewiriitaánu'
will be cold	kooxikoonaásu'	kooxaanaásu'	kooxeenaásu'
will be tired	kooxikoowí'At	kooxaawí'At	kooxeewí'At
will be sleepy	kooxikisčípi	kooxesčípi	kooxisčípi
will be thirsty	kooxikuhAstaahíš	kooxeehAstaahíš	kooxihAstaahíš
will be hungry	kooxikuNAsá'Ux	kooxooNAsá'Ux	kooxuNAsá'Ux
will be very hot	kooxikoowiRItčé'	kooxaawiRItčé'	kooxeewiRItčé'

POTENTIAL PATTERNS: Dual

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
will be warm	šikooxikoowiriitaánu' koosakoowiriitaánu'	šikooxaawiriitaánu'	šikooxeewiriitaánu
will be cold	šikooxikoonaásu' koosakoonaásu'	šikooxaanaásu'	šikooxeenaásu'
will be tired	šikooxikoowí'At koosakoowí'At	šikooxaawí'At	šikooxeewí'At
will be sleepy	šikooxikisčípi koosakisčípi	šikooxesčípi	šikooxisčípi
will be thirsty	šikooxikuhAstaahíš koosakuhAstaahíš	šikooxeehAstaahíš	šikooxihAstaahíš
will be hungry	šikooxikuNAsá'Ux koosakooNAsá'Ux	šikooxooNAsá'Ux	šikooxuNAsá'Ux
will be very hot	šikooxikoowiRItčé' koosakoowiRItčé'	šikooxaawiRItčé'	šikooxeewiRItčé'

POTENTIAL PATTERNS: Plural

Passive Verbs

Verb	1st Person	2nd Person	3rd Person
will be warm	kooxikuuraakawiriitaánu' koxtakuuraakawiriitaánu'	kooxeeraakawiriitaánu'	kooxinaakawiriitaánu'
will be cold	kooxikuuraapaanaásu' koxtakuuraapaanaásu'	kooxeeraapaanaásu'	kooxiinapaanaásu'
will be tired	kooxikuuraahnaanawí'At koxtakuuraahnaanawí'At	kooxeeraahnaanawí'At	kooxiiNAhnaanawí'At
will be sleepy	kooxikuuraakIsčípi koxtakuuraakIsčípi	kooxeeraakIsčípi	kooxiinaakIsčípi
will be thirsty	kooxikuuraakIstaahíš koxtakuuraakIstaahíš	kooxeeraakIstaahíš	kooxiinakIstaahíš
will be hungry	kooxikuhnaahNAsá'Ux koxtakuhnaahNAsá'Ux	kooxohnaahNAsá'Ux	kooxiitaNAsá'Ux
will be very hot	kooxikuuraakawiRItčé' koxtakuuraakawiRItčé'	kooxeeraakawiRItčé'	kooxinaakawiRItčé'

VOCABULARY

The word list in this section contains all of the vocabulary that has been presented in the preceding lessons. For the convenience of the reader, there are two sections: (1) an Arikara-English, and (2) an English-Arikara. The Arikara-English section is the primary one, since it gives the most information for individual entries. The English-Arikara section is intended as a cross-reference to enable the reader to get to the Arikara entry in the first section.

In the Arikara-English section, each entry contains the following information: (1) the Arikara stem or word; (2) the abbreviation of the part of speech of the stem or word; (3) its English translation; and (4) the number of the lesson in which the vocabulary item was introduced. Verb stems which have a preverb are cited with the main part of the stem occurring first; the preverb (or preverbs, if two co-occur) is given in parentheses after it. The number of the class of active and passive verbs is identified by a Roman numeral immediately after the abbreviation of the verb types.

The Arikara vocabulary is arranged alphabetically in the following order: a, aa, č, e, ee, h, i, ii, k, n, o, oo, p, r, s, š, t, u, uu, w, x. The glottal stop, which appears in the written form of the word, is omitted from the alphabet. In the alphabetizing of the words below, the glottal stop has been ignored except where there are contrasts of sequences of like vowels without a glottal stop (e.g., aa) and those with a glottal (e.g., a'a). In cases of such a contrast, the sequence with the glottal stop between the vowels follows the sequence without the glottal stop. Likewise, a word ending with a vowel without a glottal stop precedes a word with one.

The following abbreviations are used:

act. intr. vb.	active intransitive verb
act. tr. vb.	active transitive verb
adj.	adjective
adv.	adverb
cf.	compare
conj.	conjunction
desc. vb.	descriptive verb
i	Class I
ii	Class II
iii	Class III
interj.	interjection
interrog.	interrogative
iv	Class IV
lit.	literally
loc. pref.	locative prefix
loc. vb.	locative verb
n.	noun
pass. vb.	passive verb

ARIKARA - ENGLISH

a (aan) *act*. *tr*. *vb*., *iii*. to eat. (23, 24)

aan (ut...) *act*. *tr*. *vb*., *i*. to do. (46)

aánu’ *n*. tooth. (49)

ahtakoowa’a *act*. *intr*. *vb*., *iv*. to play. (43)

áka’ *n*. your grandmother. (10)

akAhčiišawataan *desc*. *vb*. to be a white building; to be a white home. (31)

akAhtaree’uux *desc*. *vb*. to be a blue building; to be a blue home. (31)

akanaanataá’u’ *n*. earth lodge. (31)

áNA *n*. my sister (of female); your sister (of female); your brother (of male). (35)

anaasu *pass*. *vb*., *iv*. to be cold. (6)

ánas *n*. your brother (of female). (35)

anátš *n*. your grandchild. (30)

ápa’ *n*. your grandfather. (11)

apaku *act*. *intr*. *vb*., *iv*. to be fighting. (11)

apáru’ *n*. strawberry. (23)

ápos *n*. apple. (4)

apostaáNUx *n*. peach. (4)

aráh *interj*. say! hey! (male term). (49)

arik *act*. *intr*. *vb*., *ii*. to be standing. (41)

arikaraánu’ *n*. stag. (50)

arikúsu' n. bighorn sheep. (50)

asšičinaanat pass. vb. to be impatient. (50)

ataawiriwaaríkUx n. Memorial Day. (23)

átat n. your sister (of male). (35)

atí'Ax n. my father. (10)

atÍhtaraniítu' n. coffee beans. (7)

atíka' n. my grandmother. (10)

at^{i}nás n. my brother (of female). (35)

at^{i}ná' n. my mother. (10)

at^{i}nátš n. my grandchild. (30)

atípa' n. my grandfather. (11)

átit n. beans. (5)

atítat n. my sister (of male). (35)

áwaxk act. intr. vb., i. to laugh. (41)

awí'at pass. vb., i. to be tired. (7)

awiraaNIswatákUx n. television; movie. (49)

awiriitaánu pass. vb., i. to be getting warm. (6)

awiRItče desc. vb. to be very hot, to be sweltering. (6)

aWIsíRIš n. your uncle. (11)

áwit adv. first; formerly. (32)

awitakUx (in...ut...) act. intr. vb., iv. to wear an apron; to have hanging from the waist. (40)

awitakúxu' n. apron. (13)

awitskaawaa'a (in...) pass. vb., iv. to be sweating. (49)

Axkaá' *n*. antelope. (50)

Axkatawikoótu' *n*. cheese. (23)

Axkateehiítu' *n*. socks, stockings. (40)

áxkUx *adj*. one. (12)

axtáwi'Iš *n*. Kick dance. (22)

Axtóh *adv*. surely, truly, certainly. (32)

áxu' *n*. foot. (49)

axuuwook *act*. *intr*. *vb*., *ii*. to cover the feet, to wear (shoes). (40)

čéstIt *adv*. far off, far away. (42)

čeehaanaaniikaroókUx *n*. Saturday (lit. cleaning the rooms). (26)

čikAt *act*. *tr*. *vb*., *iv*. to cry; to mourn. (11)

čiNIhnaáku' *n*. ash tree. (43)

činínu' *n*. jelly, jello. (21)

čiNIšthuneepiínu' *n*. beaded belt. (14)

čipiriin *desc*. *vb*. to be young; to be new. (41, 45)

čiika *act*. *tr*. *vb*., *iv*. to drink. (12)

čiikaahinik *act*. *tr*. *vb*., *i*. to water it. (44)

čiikaá'Ux *n*. Round dance. (42)

čiinaniítu' *n*. soup. (9)

čiinít^{i}ni' *n*. nape (of the neck). (49)

čiišawataan *desc*. *vb*. to be white. (38)

čiíšu' *n*. bone. (49)

čiití'Iš *adj*. four. (12)

čiiwaana-u *act*. *tr*. *vb*., *iii*. to butcher it. (50)

čiRAhpAhaat *desc*. *vb*. to be red. (34)

čireewaaxihu (un...) *pass*. *vb*., *iv*. to be itchy, to feel itchy. (49)

čirikaruuxik *desc*. *vb*. to be blind. (48)

čiRIsuúnu' *n*. monkey. (48)

čistaWAhnaa *act*. *intr*. *vb*., *iv*. bell to ring. (41)

čistawáko' *n*. bell. (41)

čiškookuú' *n*. hat. (13)

čištItkaáka' *n*. Crowshin society. (26)

čišWAhnaá'Ux *n*. whistle. (45)

čita- *loc*. *pref*. on, on top. (47)

čitapátš *n*. willow tree. (43)

čítUx *n*. beaver. (50)

čítUx SAhaánu' *n*. Beaver Creek. (18)

čiWAhaahwaarúxti' *n*. Devils Lake. (18)

čiwáhtš *n*. fish. (21)

čiWIhákUx *n*. Victory dance. (22)

čukú *interrog*. where. (18)

etčiísu' *n*. milk. (8)

há'A *interj*. isn't it? (41)

haakakUsákUx *n*. drumstick. (42)

haakaRAhkookuú' *n*. bridle. (44)

haakariiWAhnaaníkUx *n*. drum. (42)

haakawa'as *act*. *intr*. *vb*., *iv*. to eat a meal. (23)

haakAxtáwa *n*. table. (33)

haakeeriwat *act*. *tr*. *vb*., *ii*. to open it (e.g., a door). (41)

haáku' *n*. box. (33)

haaNUtkúsu' *n*. Lodge Grass society. (28)

haáwa' (in sentence final position) *adv*. also. (32)

hásI *interj*. look! (41)

hAstaahiítš *desc*. *vb*. to be thirsty. (7)

hawáh (in sentence initial or middle position) *adv*. also. (32)

haá'Ax *n*. your father. (10)

heen (ut...) *pass*. *vb*., *i*. to stay overnight. (45)

heer (un...) *act*. *intr*. *vb*., *i*. to be good; to be good-looking. (46)

hi'áxti' *n*. his/her father. (10)

hiíš *adv*. in the evening, evening time. (47)

hináxtIt *adv*. early in the morning. (42)

hiruškA *n*. war dance; war dancer. (21, 29)

hItkaataátš *n*. cow fat, suet. (23)

hukós *n*. bull (50)

hunax *act*. *tr*. *vb*., *iii*. to find it. (41)

hunaananita'aan (in...) *act*. *intr*. *vb*., *i*. ground to become warm. (43)

hunaanapsíni' *adv*. south, to the south, in a southerly direction. (27)

hunaaniitiikUx *desc*. *vb*. to be a coulee. (50)

huú' *n*. mush; pudding. (21)

huučíRIt *n*. gooseberry. (24)

huuka- *loc*. *pref*. in, into. (47)

huukata- *loc*. *pref*. across water. (47)

huukaawiraátA *adv*. east, to the east, in an easterly direction. (22)

huuniit *desc*. *vb*. to be burned (refers to non-food items). (37)

huuNUxkaawí’u’ *n*. underwear. (40)

ičitawiitik *act*. *intr*. *vb*., *iv*. to mount (a horse). (44)

iinaRAhkaawiítIt *n*. a meeting; where they are meeting. (41)

iinaraanuučitáWI *n*. Saddle Butte. (47)

ikaáni’ *n*. his/her grandmother. (10)

inaáni’ *n*. my brother (of male); his brother; her sister. (35)

iNAhníts̆ *n*. his/her grandchild. (30)

inásti’ *n*. her brother. (35)

ipáhni’ *n*. his/her grandfather. (11)

isataaka’ít *n*. cake. (7)

isataaniwíru’ *n*. biscuit. (7)

isataataNAhkaawá *n*. pie. (23)

isataá’u’ *n*. bread. (3)

isčípi *pass*. *vb*., *iv*. to be sleepy. (7)

iš *act*. *tr*. *vb*., *ii*. to hit it. (41)

išawe (in...ut...) *act*. *intr*. *vb*., *iv*. to wear a bracelet, to have a bracelet on. (40)

íšu’ *n*. hand. (49)

itáhni’ *n*. his sister. (35)

itka *act*. *intr*. *vb*., *iii*. to sleep. (11)

itkaaka'iišat act. intr. vb., i. to go to the garden. (43)

ItUhtaáwe n. Bismarck. (18)

ituúnu' n. town; village.

iwaaníRIš n. his/her uncle. (11)

ka interrog. (Forms yes/no questions.) (21)

ka- loc. pref. in the brush. (47)

kaa- loc. pref. inside. (47)

kaa'a (in...) act. intr. vb., iv. to dance. (41)

kaáka' n. Crow dance. (26)

kaakí' desc. vb. no; he/she/it is not. (18)

kaatarapAxuučitákUx n. hatchet. (25)

kaataráts̆ n. axe. (25)

kaatiit desc. vb. to be dark. (38)

kaáxu' n. leg (49)

ka'istaáka n. salt. (5)

ka'ít n. sugar. (5)

ka'itčés n. candy. (24)

ka'iišat act. intr. vb., i. to go into the weeds. (43)

káNIt n. Mandan (tribe); a Mandan. (22)

kata- loc. pref. against. (47)

katariin desc. vb. to be swift, fast. (37)

kataroópi'Iš n. automobile. (33)

katiit desc. vb. to be black. (38)

káwits̆ n. cabbage. (3)

kawootíkUx n. Friday (lit. killing (day)). (26)

kAxiítš *n*. bag. (25)

kíri *n*. cat. (48)

kosčés *n*. can, tin can. (25)

kóstš *n*. pail, bucket. (21)

koohaáhnini' *adv*. north, to the north, in a northerly direction. (27)

kook *act*. *intr*. *vb*., *ii*. to be covered. (40)

kootik *act*. *intr*. *vb*., *i*. to kill it. (41)

koóxu' *n*. onion. (21)

kúhkUx *n*. hog; pig; pork. (50)

kuNAhúx *n*. old man. (29)

kunaananá *n*. doctor. (29)

kUx *act*. *intr*. *vb*., *iv*. to be sitting. (41)

kUxIhaáhnini' *adv*. on the left; to the left. (31)

kuxik *act*. *tr*. *vb*., *iv*. to pick it up. (41)

na *conj*. and. (46)

na'aátu' *n*. fig; cactus. (24)

naahtakú'U *n*. his wife. (30)

naahtakú'U *n*. your husband. (30)

naahukoósu' *n*. brave; hero. (36)

naakunaánu' *n*. Juneberry. (24)

naáNIt *adv*. really. (31)

naapIhúxu' *n*. store. (31)

naawaaWIhtíkUx *n*. preacher, minister. (41)

naaWIhtaaká *n*. blanket. (14)

naawiinúkukUx *n*. Praising song. (26)

naawiNAhiítu' *n.* quilt. (33)

Načii'uuháWI (old term) *n.* Cannon Ball. (16)

NAhaá'U *n.* his/her child. (36)

NAhčita'iwaaruusákUx *n.* hammer. (25)

NAheešá *adv.* tomorrow. (46)

NAhkakúxu' *n.* parfleche. (45)

NAhkAxiikatít *n.* Catholic. (41)

NAhkAxiitaaká *n.* Episcopalian. (41)

NAhnaaničitawí'u' *n.* saddle. (44)

NAhnunáhtš *n.* deer. (50)

NAhtAsuutaaká *n.* White Shield. (18)

nakaánus *n.* chokecherry. (24)

nakaraáku' *n.* tea; tea leaf. (9)

nakareéštA *n.* skillet. (25)

nakás *n.* box elder tree. (43)

nakatiitíts̆ *n.* pepper. (5)

nakuuhuúnu' *n.* boat. (33)

naNAhčiiwaaká'Ux *n.* carpenter. (29)

naničitAha'iwóx *n.* bobsled. (33)

nanihkaroókUx *n.* pen, pencil. (25)

nanipAhnuuwaá'Ux *n.* saw. (25)

napakuxtaáku' *n.* wooden bowl (hollowed out log). (15)

napakúxtš *n.* plate. (15)

natihnaá'U *n.* my child. (30)

natiiNAhtakú'U *n*. my wife. (30)

nátkAt *adv*. afterwards, later. (46)

NAtkhaahčituú' *adv*. all night. (31)

nawáxtš *n*. clown. (29)

NAxihnaá'U *n*. your child. (30)

NAxiiNAhtakú'U *n*. your wife. (30)

nesčíri *n*. Wolf Way dance. (22)

neekakUxpíNUx *n*. Doorway song. (26)

neeNAhtakú'U *n*. her husband. (30)

neesikúsu' *n*. French. (36)

neesiRAsAhaánu' *n*. Knife River. (47)

neesítš *n*. knife. (15)

neeskaa'iítAt *n*. sausage. (25)

neešitsaká'Ax *n*. popcorn. (24)

ničiišanaáxu' *n*. roasted corn. (6)

ničišsakawariíku' *n*. hominy. (24)

ničištsapáhtu' *n*. cornmeal. (7)

niinačootšakaáWI *n*. where the church is; a church. (41)

niiNAhuukaahaahčitáWI *n*. Little Missouri River. (47)

NiinakanítWI *n*. Fort Yates. (18)

niinawaapIsškaaroósI *n*. bank (lit. where the money is kept). (46)

niineétAt *adv*. where the village is. (42)

NiineetUhčipiriíNU *n*. New Town. (18)

NiineetUhčitákUx *n*. Coleharbor. (18)

NiineetUhkatákUx *n*. Washburn. (18)

niiniiNAhnačištaroóku n. barbershop. (31)

niíšu' n. arrow. (21)

nikAhtareepiínu' n. headband. (34)

nikakíni' n. forehead. (49)

nikohtakú'U n. my husband. (30)

nipiíku' n. egg. (23)

nipiiwaáNIš n. Easter. (29)

Niškúsu' n. Cannon Ball. (18)

niWAharikatít n. prune. (24)

niWAharít n. plum. (7)

NiWAharít SAhaáhkAt n. Minot. (18)

níWIt n. skunk. (46)

nohkaroókUx n. courthouse. (31)

nooxíni' adj. ten. (12)

nooxiniiwaáNA adj. nine. (12)

nooxíni' na áxkUx adj. eleven. (12)

nooxíni' na čiití'Iš adj. fourteen. (20)

nooxíni' na nooxiniiwaáNA adj. nineteen. (20)

nooxíni' na pítkUx adj. twelve. (12)

nooxíni' na šíhUx adj. fifteen. (20)

nooxíni' na taWIšaápis adj. eighteen. (20)

nooxíni' na taWIšaapiswaáNA adj. seventeen. (20)

nooxíni' na táWIt adj. thirteen. (20)

nooxíni' na tšaápis adj. sixteen. (20)

nuhnaanunáWI n. pear. (4)

nút n. snake. (46)

nuuhá'I adv. there; in that place. (44)

nuxkatiisí'U adv. last night. (41)

nuxkookuuRAhkaawí'u' n. long underwear, long johns. (40)

ookaa'aasi desc. vb. to be shady. (44)

paatúh n. enemy. (29)

paaxúh n. grandson. (49)

páhAt n. tomato. (23)

pahAtčiísu' n. tomato juice; catsup. (8)

pAhiit desc. vb. to be quiet. (37)

pakUsuú' n. rice. (7)

parúNIt adv. quickly.

patát n. potato. (3)

pAxiníWIš n. Flathead (tribe); a Flathead. (36)

páxu' n. head. (49)

phiináNIt adv. softly. (31)

pi'aačiísu' n. beer. (9)

pi'aapaáxu' n. Eagle's Head Butte. (47)

piirátš n. children. (28)

piiraá'u' n. baby. (28)

piirapIskhuúnu' n. doll. (33)

pítkUx n. two. (12)

pítkUx NUsakuúNU n. Tuesday. (26)

psí'a' *n*. Assiniboine (tribe); an Assiniboine. (22)

psičipiriínu' *n*. New Year's Day. (23)

ra'a (in...) *act*. *tr*. *vb*., *iv*. to bring it. (50)

ra'aan *act*. *intr*. *vb*., *i*. to hurt. (49)

raačitee *desc*. *vb*. to be different. (44)

raa'eerik (ut...) *act*. *tr*. *vb*., *iv*. to watch it (e.g., a dance). (45)

raaheer (un...) *act*. *intr*. *vb*., *i*. to be good. (37)

raahuun *desc*. *vb*. to be spoiled, ruined. (37)

raakawaakarook (cf. ra-u) *act*. *tr*. *vb*., *iii*. to sing songs. (41)

raanana-u *act*. *intr*. *vb*., *iii*. to plant (a garden). (43)

raanihtš *desc*. *vb*. to be old. (48)

raaNIhtšaan *pass*. *vb*., *i*. to get old. (49)

raanook (cf. ra-u) *act*. *tr*. *vb*., *iii*. to plant (one thing). (43)

raanook (cf. ra-u) act. tr. vb., iii. to be singing. (11)

raanu (ut...) *act*. *intr*. *vb*., *i*. to number, be ___ number. (50)

raaNUskatAhkaatiit *desc*. *vb*. to be rust colored. (38)

raaNUstAhkataan *desc*. *vb*. to be yellow. (34)

raanuukaawa *act*. *intr*. *vb*., *iv*. to wear earrings, to have earrings on. (40)

raapih *act*. *tr*. *vb*., *i*. to buy; to sell. (41)

raapiRIhuun *desc*. *vb*. to be expensive; to be valuable; to be rare. (45)

raaWIhka'iišat *act*. *intr*. *vb*., *i*. to go hunting. (47)

RAhkAxii *desc*. *vb*. to be covered, to be dressed (in). (40)

RAhkaa *loc*. *vb*. to be a meeting. (41)

rana'a (in...) *act*. *tr*. *vb*., *iv*. to bring them. (47)

ranat *act*. *tr*. *vb*., *i*. to take them. (47)

RAsaapeer (in...un...) *act*. *intr*. *vb*., *i*. to have vertical stripes. (34)

RAsariwiš (in...un...) *desc*. *vb*. to have horizontal stripes. (34)

RAsa'ux (un...) *pass*. *vb*., *iv*. to be hungry.

rat *act*. *tr*. *vb*., *i*. to take it. (41)

ra-u (*with* ši...in) *act*. *tr*. *vb*., *iii*. to be born. (45)

RAxwe *act*. *tr*. *vb*., *iv*. to look for it. (12)

reešaan *desc*. *vb*. to be wealthy, rich. (37)

RIhuun *desc*. *vb*. to be big. (37)

rook (cf. ra-u) *act*. *tr*. *vb*., *iii*. to be making it. (12)

saákAx *n*. mouse. (46)

saapiraaniwóx *n*. wagon. (33)

saátu' *n*. basket. (12)

sáhniš *n*. Arikara (tribe); an Arikara. (22)

sahníš sAhaánu' *n*. Grand River. (47)

sAhuukaraní *n*. Pendleton blanket. (14)

sAhuútš *n*. shawl. (42)

sanaánu' *n*. chin. (49)

sanánat *n*. Sioux (tribe); a Sioux. (21)

saNIštaaká *n*. white man. (36)

sápat *n*. woman. (28)

sataáku' *n*. elm tree. (43)

sáx n. turtle. (46)

sčeš n. frog. (46)

sčiíri n. Pawnee (tribe); a Pawnee. (36)

sIniítu' n. nose. (49)

sináNI n. my friend. (42)

skačiwaáRUt n. terrier; poodle. (48)

skána adv. alone. (42)

Skataáka n. White Face (dog's name). (48)

skatarákA n. bulldog. (48)

skaweeraá'u' adv. west, to the west, in a westerly direction. (27)

skUhkakúxu' n. roach. (45)

skúna'A n. cushion, pillow. (33)

suhkatákUx n. warbonnet. (45)

suúnaaxu' n. young woman. (29)

suúnatš n. girl. (28)

suúnu' n. porcupine. (46)

sUxčés n. elephant. (48)

súxtIt n. old lady. (29)

šaahé' n. Cheyenne (tribe); a Cheyenne. (36)

šaanaáku' n. wrist. (49)

šakUhčituú' adv. all day. (31)

šakUhnukaahákUx n. clock; watch; time piece. (40)

ŠakUhwaarúxti' n. Sunday (lit. holy day). (26)

šakuuNAsšteehuúnu' n. Thanksgiving Day. (29)

šawítš n. bracelet. (15)

šáxti' n. his/her mother. (10)

ščiskookuú' n. ring (for the finger). (40)

ščiríhtš n. coyote. (50)

šhí'A n. Cree, Chippewa (tribe); a Cree, a Chippewa. (36)

šíhUx adj. five. (12)

šinawaahoowiisákUx n. Saddle Butte. (47)

šiščítA n. fork. (15)

šíštš n. awl. (25)

škookuú' n. glove. (13)

štóh adv. again. (32)

taakaan desc. vb. to be light in color, to be whitish. (38)

taakáxtš n. dried meat. (6)

taánaps n. turnip. (24)

tačé interrog. who. (25)

taNAhaataaká n. cow. (48)

tapáhtu' n. pemmican. (6)

taraanaas desc. vb. to be uncontrollable. (37)

taraawiiš desc. vb. to be gray. (38)

taRAhaarítš n. spoon. (15)

taraniit desc. vb. to be burned to pieces, to be charred. (37)

taree'uux desc. vb. to be blue. (34)

tarihnuuwanúx n. Thursday (lit. sewing things). (26)

taróxpa n. Taroxpa society. (22)

tatata'uuhak (ut...) act. intr. vb., iv. to help. (43)

tawaruut desc. vb. to be lively, wild. (37)

taWIšaápis adj. eight. (12)

taWIšaapiswaáNA adj. seven. (12)

táWIt adj. three. (12)

táWIt NUsakuúNU adj. Wednesday (lit. the third day). (26)

ta'uut act. tr. vb., iii. to steal it. (41)

teehaak desc. vb. to be straight. (37)

teepirakaarik act. tr. vb., ii. to stand behind (a building). (44)

thuneek (in...ut...) loc. vb. to wear a belt. (40)

thuneepiínu' n. belt. (14)

tičé interrog. what, which. (12, 22)

tiíNI adv. now, at this time. (43)

tiíNI híNAx adv. tonight. (42)

tiNUsuusaakaríčI adv. yesterday. (42)

t^{i}naáku' n. gun. (50)

t^{i}nakatiisí'U adv. tonight. (42)

tiWIsíRIš n. my uncle. (11)

tsakUhčiwátAt n. Monday (lit. it is the following day (after Sunday)). (26)

tsaskatóx n. steak. (7)

tsastsapáhtu' n. hamburger. (7)

tsásts̆ n. meat. (6)

tskaatít n. coffee. (8)

tstoóxu' n. water. (8)

tšaápis adj. six. (12)

tšús *n*. grapes. (7)

tšusčiísu' *n*. grape juice. (9)

tšuus *desc*. *vb*. to be purple. (34)

tšuúxIt *n*. artichoke. (23)

tšuuxItwáhAt *n*. carrot. (23)

tsu *conj*. but. (46)

tswaarúxti' *n*. Missouri River. (47)

tUhkaáka' *n*. Crow (tribe); a Crow. (21)

tUhkaNIhnaáwiš *n*. Arapaho (tribe); an Arapaho. (36)

uuka'IhwiítA *n*. man's shirt. (40)

uukawikaáwi'u' *n*. slip, underskirt. (40)

uukawikúsu' *n*. coat; overcoat. (13)

uukawiraáNUx *n*. buckskin dress. (34)

uukawítš *n*. dress. (12)

uukawí'u' *n*. earring. (40)

uukookunaanaxtawá *n*. leggings. (34)

ukoowook *act*. *intr*. *vb*., *ii*. to be covered by, to wear (e.g., underwear). (40)

wa'a *act*. *tr*. *vb*., *iii*. to eat (granular or particle foods). (24)

waaka-u *act*. *intr*. *vb*., *iii*. to say. (41)

waakastAhkataá'u' *n*. Killdeer Mountains. (47)

waakuukakookuú' *n*. vest. (40)

waakuuká'u' *n*. chest. (49)

waapIsštaweéšUx *n*. blacksmith. (29)

waaRUxtí' niinohkaroósI *n.* Eagle's Nest Butte. (47)

waaWIhtik *act. intr. vb., iv.* to talk. (10)

wáh *n.* elk. (50)

WAhúx *n.* squash. (3)

wahUxanaáxu' *n.* watermelon. (4)

wahUxtAhkatá *n.* orange (fruit). (24)

wahUxtaree'úx *n.* cucumber. (23)

wakaraaNIhuun *desc. vb.* to be loud. (41)

waka-u *act. tr. vb., iii.* to speak it (a language). (45)

waká'u' *n.* captive. (29)

wanik *act. tr. vb., i.* to shoot it. (50)

waraaka'iišat *act. intr. vb., i.* to go into the woods. (43)

WAxačipiriínu' *n.* cottonwood tree. (43)

wihka'uuxíni' *adv.* on the right, to the right. (31)

wiináxtš *n.* boy. (28)

wiínu' *n.* arm. (49)

wiísu' sAhaánu' *n.* Heart River. (47)

Wiísu' SAhaánu' *n.* Mandan. (18)

wiítA *n.* man. (28)

wiitaníhUx *n.* bachelor. (36)

WiitatshaáhkAt *n.* Elbowoods. (36)

wiitatshaánu' *n.* Hidatsa (tribe); a Hidatsa. (21)

wiitá'u' *n.* twenty. (20)

wiiteešútš *n.* young man. (29)

wiiteešUtwaá'u' *n*. Young Men's Butte. (47)

wisa (in...) *act*. *intr*. *vb*., *iv*. to arrive; to come here. (46)

wisat *act*. *intr*. *vb*., *i*. to arrive; to go to a point. (47)

WIšó'Iš *n*. war dance; grass dance. (26)

wo *act*. *intr*. *vb*., *iv*. to be going. (35)

xa *act*. *intr*. *vb*., *iii*. to lie, to be lying. (41)

xaahúNA *n*. dachshund. (48)

xaakaánu' *n*. barn. (44)

xaanoohaánu' *n*. bulldog. (48)

xaatatkakúxu' *n*. saddle blanket. (44)

xaawaarúxti' *n*. horse. (44)

xáwas *n*. ball. (33)

xáx *n*. your mother. (10)

xeeháni' *n*. colt. (48)

xUhčíNIš *n*. beaded moccasin. (32)

xUhkátit *n*. Blackfoot (tribe); a Blackfoot. (28)

xúhtš *n*. moccasin; shoe. (12)

xUhtsiíšu' *n*. leather shoes. (40)

xunáNIš *n*. soldier. (28)

xuuNIsáhniš *n*. moccasin. (40)

ENGLISH - ARIKARA

ache, to	ra'aan
across water	huukata-
afterwards	nátkAt
again	štóh
against	kata-
alone	skána
also	haáwa'; hawáh
and	na
antelope	Axkaá'
apple	ápos
apron	awitakúxu'
Arapaho (tribe)	tUhkaNIhnaáwiš
Arikara (tribe)	sáhniš
arm	wiínu'
arrive, to (come)	in...wisa
arrive, to (go)	wísat
arrow	niíšu'
artichoke	tšuúxIt
ash tree	čiNIhnaáku'
Assiniboine (tribe)	psí'a'
automobile	kataroópi'Iš
awl	šíštš
axe	kaataráts̆

baby	piiraá'u'
bachelor	wiitaníhUx
bag	kAxiítš
ball	xáwas
bank	niinawaapIsškaaroósI
barbershop	niiniiNAhnačištaroóku
barn	xaakaánu'
basket	saátu'
beans	átit
beaver	čítUx
Beaver Creek	čítUx sAhaánu'
beer	pi'aačiísu'
bell	čistawáko'
belt	thuneepiínu'
belt beaded	čiNIšthuneepiínu'
big, to be	RIhuun
bighorn sheep	arikúsu'
biscuit	isataaniwíru'
Bismarck	ItUhtaáwe
black, to be	katiit
Blackfoot (tribe)	xUhkátit
blacksmith	waapIsštaweéšUx
blanket	naaWIhtaaká
blanket, Pendleton	sAhuukaraní
blanket, saddle	xaatatkakúxu'
blind, to be	čirikaruuxik

blue, to be	taree'uux
blue building, to be a	akAhtaree'uux
boat	nakuuhuúnu'
bobsled	naničitAha'iwóx
bone	čiíšu'
born, to be	ra-u (with ši...in)
bowl, wooden	napakuxtaáku'
box	haáku'
box elder tree	nakás
boy	wiináxtš
bracelet	šawítš
brave, a	naahukoósu'
bread	isataá'u'
bridle	haakaRAhkookuú'
bring it, to	in...ra'a
bring them, to	in...rana
brother, her	inásti'
brother, his	inaáni'
brother, my (of female)	at^{i}nás
brother, my (of male)	áNA
brother, your (of female)	ánas
brother, your (of male)	áNA
brush, in the	ka-
bucket	kóstš
buckskin dress	uukawiraáNUx
building, to be a blue	akAhtaree'uux

building, to be a white	akAhčiišawataan
bull	hukós
bulldog	xaanoohaánu’; skatarákA
burned, to be	huuniit; taraniit
but	tsu
butcher it, to	čiiwaana-u
buy, to	raapih

cabbage	káwitš
cake	isataaka’ít
can (container)	koscés
candy	ka’itčés
Cannon Ball	Načii’uuháWI (old term); Niškúsu’
captive	waká’u’
carpenter	naNAhčiiwaaká’Ux
carrot	tšuuxItwáhAt
cat	kíri
Catholic	NAhkAxiikatít
catsup	pahAtčiísu’
certainly	Axtóh
cheese	Axkatawikoótu’
chest	waakuuká’u’
Cheyenne (tribe)	šaahé’
child, his/her	NAhaá’U
child, my	natihnaá’U
child, your	NAxihnaá’U

children	piirátš
chin	sanaánu'
Chippewa (tribe)	šhí'A
chokecherry	nakaánus
church, where the ___ is	niinačootšakaáWI
clock	šakUhnukaahákUx
clown	nawáxtš
coat	uukawikúsu'
coffee	tskaatít
coffee beans	atIhtaraniítu'
cold, to be	anaasu
Coleharbor	NiineetUhčitákUx
colt	xeeháni'
come here, to	in...wisa
cornmeal	ničištsapáhtu'
cottonwood tree	WAxačipiriínu'
coulee, to be a	hunaaniitiikUx
courthouse	nohkaroókUx
cow	taNAhaataaká
cow fat	hItkaataátš
coyote	sčiríhtš
Cree (tribe)	šhí'A
Crow (tribe)	tUhkaáka'
Crow dance	kaáka'
Crowshin society	čištItkaáka'
cry, to	čikAt

cucumber	wahUxtaree'úx
cushion	skúna'A

dachshund	xaahúNA
dance, to	in...kaa'a
dancer, war	hiruškA
dark, to be	kaatiit
day, all	šakUhčituú'
deer	NAhnunáhtš
Devils Lake	čiWAhaahwaarúxti'
difficult, to be	raačitee
do, to	ut...aan
doctor	kunaananá
doll	piirapIskhuúnu'
Doorway song	neekakUxpÍNUx
dress	uukawítš
dress, buckskin	uukawiraáNUx
drink, to	čiika
drum	haakariiWAhnaanÍkUx
drumstick	haakakUsákUx

Eagle's Head Butte	pi'aapaáxu'
Eagle's Nest Butte	waaRUxtÍ' niinohkaroósI
earring	uukawÍ'u'
earth lodge	akanaanataá'u'
east	huukaawiraátA

Easter	nipiiwaáNIš
eat (one thing), to	a (aan)
eat (particle or granular foods), to	wa'a
eat a meal to	haakawa'as
egg	nipiíku'
eight	taWIšaápis
eighteen	nooxíni' na tàWIšaápis
Elbowoods	WiitatshaáhkAt
elephant	sUxčés
eleven	nooxíni' na áxkUx
elk	wáh
elm tree	sataáku'
enemy	paatúh
Episcopalian	NAhkAxiitaaká
evening, in the	hiíš
expensive, to be	raapiRIhuun

far away/off	čéstIt
fast, to be	katariin
father, his/her	hi'áxti'
father, my	atí'Ax
father, your	haá'Ax
fifteen	nooxíni' na šíhUx
fig	na'aátu'
fight, to	apak
find it, to	hunax

first	áwit
fish	čiwáhtš
five	šíhUx
Flathead (tribe)	pAxiníWIš
foot	áxu'
forehead	nikakíni'
fork	šiščítA
formerly	áwit
Fort Yates	NiinakanítWI
four	čiití'Iš
fourteen	nooxíni' na čiití'Iš
French	neesikúsu'
Friday	kawootíkUx
friend, my	sináNI
frog	sčeš
garden, to go to the	itkaaka'iišat
girl	suúnatš
glove	škookuú'
go, to	at
go into the weeds, to	ka'iišat
go into the woods, to	waraaka'iišat
go to the point, to	wisat
going, to be	wo
good, to be	un...heer
good-looking, to be	un...heer

gooseberry	huučíRIt
Grand River	sahníš sAhaánu'
grandchild, his/her	iNAhnítš
grandchild, my	at^{i}nátš
grandchild, your	anátš
grandfather, his/her	ipâhni'
grandfather, my	atípa'
grandfather, your	ápa'
grandmother, his/her	ikaáni'
grandmother, my	atíka'
grandmother, your	áka'
grandson	paaxûh
grape juice	tšusčiísu'
grapes	tšús
Grass dance	WIšó'Iš
gray, to be	taraawiiš
ground to become warm	in...hunaananita'aan
gun	t^{i}naáku'
hamburger	tsastsapâhtu'
hammer	NAhčita'iwaaruusákUx
hand	íšu'
hat	čiškookuú'
hatchet	kaatarapAxuučitákUx
head	páxu'
headband	nikAhtareepiínu'

Heart River	wiísu' sAhaánu'
help, to	ut...tatata'uuhak
hero	naahukoósu'
Hidatsa (tribe)	wiitatshaánu'
hit it, to	iš
hog	kúhkUx
hominy	ničišsakawariíku'
horse	xaawaarúxti'
hot, to be very	awiRItče
hungary, to be	un...RAsá'Ux
hunting, to go	raaWIhka'iišat
hurt, to	ra'aan
husband, her	neeNAhtakú'U
husband, my	nikohtakú'U
husband, your	naahtakú'U

impatient, to be	assičiňaanat
in (to)	huuka-
inside	kaa-
isn't it?	há'A
itchy, to be	un...čireewaaxihu

jello	činiínu'
jelly	činiínu'
Juneberry	naakunaánu'

Kick dance   Axtáwi'Iš

kill it, to   kootik

Killdeer Mountains   waakastAhkataá'u'

knife   neesítš

Knife River   neesiRAsAhaánu'

later   nátkAt

laugh, to   awaxk

left, on the   kUxIhaáhnini'

leg   kaáxu'

leggings   uukookunaanaxtawá

lie, to   xa

light, to be   taakaan

Little Missouri River   niiNAhuukaahaahčitáWI

lively, to be   tawaruut

Lodge Grass society   haaNUtkúsu'

long johns   nuxkookuuRAhkaawí'u'

look!   hásI

look for it, to   RAxwé

loud, to be   wakaraaNIhuun

making it, to be   rooku

man   wiítA

Mandan (city)   Wiísu' SAhaánu'

Mandan (tribe)   káNIt

meat   tsástš

meat, dried	taakáxtš
meeting	iinaRAhkaawiítIt
meeting, to be a	RAhkaa
Memorial Day	ataawiriwaaríkUx
milk	etčiísu'
minister	naawaaWIhtíkUx
Minot	NiWAharít SAhaáhkAt
Missouri River	tswaarúxti'
moccasin	xuuNIsáhniš
moccasin, beaded	xUhčíNIš
Monday	tsakUhčiwátAt
monkey	čiRIsuúnu'
morning, early in the	hináxtIt
mother, his/her	šáxti'
mother, my	at^{i}ná'
mother, your	xáx
mount (a horse), to	ičitawiitik
mouse	saákAx
movie	awiraaNIswatâkUx
mush	huú'

nape (of the neck)	čiinít^{i}ni'
new, to be	čipiriin
New Town	NiineetUhčipiriíNU
New Year's Day	psičipiriínu'
night, all	NAtkhaahčituú'

night, last   nuxkatiisí'U

nine   nooxiniiwaáNA

nineteen   nooxíni' na nooxiniiwaáNA

no   kaakí'

north   koohaáhnini'

nose   sIniítu'

not   kaakí'

now   tiíNI

number, to   ut...raanu

old, to be   raanihtš

old, to get   raaNIhtšaan

old lady   súxtIt

old man   kuNAhúx

on (top)   čita-

one   áxkUx

onion   koóxu'

open it, to   haakeeriwat

orange (fruit)   wahUxtAhkatá

overcoat   uukawikúsu'

pail   kóstš

parfleche   NAhkakúxu'

Pawnee (tribe)   sčiíri

peach   apostaáNUx

pear   nuhnaanunáWI

pemmican	tapáhtu'
pen	nanihkaroókUx
pencil	nanihkaroókUx
pepper	nakatiitítš
pick it up, to	kuxik
pie	isataataNAhkaawá
pig	kúhkUx
pillow	skúna'A
plant (a garden), to	raanana-u
plant (one thing), to	raanook
plate	napakúxtš
play, to	ahtakoowa'a
plum	niWAharít
poodle	skačiwaáRUt
popcorn	neešitsaká'Ax
porcupine	suúnu'
pork	kúhkUx
potato	patát
Praising song	naawiinúkukUx
preacher	naawaaWIhtíkUx
prune	niWAhaarikatít
pudding	huú'
purple, to be	tšuus

quickly	parúNIt
quiet, to be	pAhiit

quilt	naawiNAhiítu'
rare, to be	raapiRIhuun
really	naáNIt
red, to be	čiRAhpAhaat
rice	pakUsuû'
rich, to be	reešaan
right, on the	wihka'uuxíni'
ring (for the finger)	ščiskookuû'
ring, to	čistaWAhnaa
roach	skUhkakûxu'
roasted corn	ničiišanaáxu'
Round dance	čiikaá'Ux
ruined, to be	raahuun
rust colored, to be	raaNUskatAhkaatiit
sack	kAxiítš
saddle	NAhnaaničitawí'u'
Saddle Butte	šinawaahoowiisâkux; iinaraanuučitáWI
salt	ka'istaâka
Saturday	čeehaanaaniikaroókUx
sausage	neeskaa'iítAt
saw	nanipAhnuuwaá'Ux
say, to	waaka-u
sell, to	raapih
seven	taWIšaapiswaáNA

seventeen	nooxíni' na taWIšaapiswaáNA
shady, to be	ookaa'aasi
shawl	sAhuúts̆
sheep, bighorn	arikúsu'
shirt (man's)	uuka'IhwiítA
shoe	xúhts̆
shoe, leather	xUhtsiíšu'
shoot it, to	wanik
singing, to be	raanooku
singing songs, to be	raakarooku; raakawaakarooku
Sioux (tribe)	sanánat
sister, her	inaáni'
sister, his	itáhni'
sister, my (of female)	áNA
sister, my (of male)	atítat
sister, your (of female)	áNA
sister, your (of male)	átat
sitting, to be	kUx
six	tšaápis
sixteen	nooxíni' na tšaápis
skillet	nakareéštA
skunk	níWIt
sleep, to	ítka
sleepy, to be	isčípi
slip (women's)	uukawikaáwi'u'
snake	nút

socks	Axkateehiítu'
softly	phiináNIt
soldier	xunáNIš
soup	čiinaniítu'
south	hunaanapsíni'
speak (a language), to	waka-u
spoiled, to be	raahuun
spoon	taRAhaarítš
squash	WAhúx
stag	arikaraánu'
stand behind (a building), to	teepirakaarik
standing, to be	arik
stay overnight, to	ut...heen
steak	tsaskatóx
steal it, to	ta'uut
store	naapIhúxu'
straight, to be	teehaak
strawberry	apáru'
stripes, to have horizontal	in...un...RAsariwiš
stripes, to have vertical	in...un...RAsaapeer
suet	hItkaataátš
sugar	ka'ít
Sunday	šakUhwaarúxti'
surely	Axtóh
sweating, to be	in...awitskaawaa'a
swift, to be	katariin

table	haakAxtáwa
take it, to	rat
take them, to	ranat
talk, to	waaWIhtik
Taroxpa society	taróxpa
tea	nakaraáku'
television	awiraaNIswatákUx
ten	nooxiíni'
terrier	skačiwaáRUt
Thanksgiving Day	šakuuNAsšteehuúnu'
there	nuuhá'I
three	táWIt
thirsty, to be	hAstaahiiš
thirteen	nooxíni' na táWIt
Thursday	tarihnuuwanúx
tired, to be	awí'At
tomato	páhAt
tomato juice	pahAtčiísu'
tomorrow	NAheešá
tonight	t^{i}nakatiisí'U; tiíNI híNAx
tooth	aánu'
town	ituúnu'
truly	Axtóh
Tuesday	pítkUx NUsakuúNU
turnip	taánaps
turtle	sáx

twelve	nooxíni' na pítkUx
twenty	wiitá'u'
two	pítkUx

uncle, his/her	iwaaníRIš
uncle, my	tiWIsíRIš
uncle, your	aWIsíRIš
uncontrollable, to be	taraanaas
underwear	huuNUxkaawí'u'
underwear, long	nuxkookuuRAhkaawí'u'

valuable, to be	raapiRIhuun
vest	waakuukakookuú'
Victory dance	čiWIhákUx
village	ituúnu'

wagon	saapiraaniwóx
warbonnet	suhkatákUx
war dance	WIšó'Iš
war dance	hirúškA
war dancer	hirúškA
warm, to be getting	awiriitaan
Washburn	NiineetUhkatákUx
watch it, to	ut...raa'eerik
water	tstoóxu'
water it, to	čiikaahinik

watermelon	wahUxanaáxu'
wealthy, to be	reešaan
Wednesday	táWIt NUsakuúNU
west	skaweeraá'u'
what	tičé
where	čukú
which	tičé
whistle	čišWAhnaá'Ux
white, to be	čiišawataan
white building, to be a	akAhčiišawataan
White Face (dog's name)	Skataáka
white man	saNIštaaká
White Shield	NAhtAsuutaaká
who	tačé
wife, his	naahtakú'U
wife, my	natiiNAhtakú'U
wife, your	NAxiiNAhtakú'U
wild, to be	tawaruut
willow tree	čitapátš
Wolf Way dance	nesčíri
woman	sápat
writs	šaanaáku'
yellow, to be	raaNUstAhkataan
yesterday	tiNUsuusaakaričI
young, to be	čipiriin

young man	wiiteešúts̆
Young Men's Butte	wiiteešUtwaá'u'
young woman	suúnaaxu'

INDEX AND GLOSSARY

INDEX AND GLOSSARY

Term	Lesson
ACTIVE VERB. A verb that describes an action performed by the subject.	16
AFFIX. A word part that is added to a root and is not able to stand alone as a word. There are two kinds: prefix and suffix.	17
ASPECT. A grammatical category that occurs with verbs and tells whether an action is a continuing one or whether it has been completed. In Arikara, aspect is shown by the form of the end of the verb.	41
ASSERTIVE MODE. A mode which shows that the speaker states or asserts, without doubt, that something has happened, is happening, or will happen. In Arikara, it is expressed by a prefix.	43
COMPLEX SENTENCE. A sentence that is made up of more than one clause; it must have an independent clause and at least one subordinate clause.	44
COMPOUND FORM. In Arikara, it is a combination of a noun root or stem and a descriptive verb stem, the equivalent of an English adjective and noun.	38
CONSONANT CLUSTER. A group, or sequence, of two or more consonant sounds with no vowels between them.	9
DEMONSTRATIVE. An element that points out a person or object which is being referred to. In Arikara, it also expresses location (e.g., "here" or "there").	35
DESCRIPTIVE VERB. A class of Arikara verbs which describe the quality of an object or action. They are generally equivalent to adjectives in English.	37
DUAL. A number category in the Arikara verb that signifies two persons or things.	26
EXCLUSIVE. In Arikara, the exclusive is a 1st person non-singular subject (or object) in which the person spoken to is excluded; e.g., "he and I", or "we (but not you)".	28

Term	Lesson
FIRST PERSON. The person who is speaking (I), or the person who is speaking plus others (we).	13
GERUND. A verb form that is used as a noun.	34
IMPERATIVE MODE. A mode which shows that the speaker is giving a command.	43
IMPERFECTIVE ASPECT. An aspect which tells that an action continued, or is continuing, over a relatively longer span of time and may or may not be completed.	41
INCLUSIVE. In Arikara, the inclusive is a 1st person non-singular subject (or object) which includes the speaker and the person spoken to; e.g., "you and I" or "we (including you)".	28
INDEPENDENT VERB FORM. It is a form of the verb that can be used alone to make a sentence. It forms a complete sentence without the need for another verb form.	34
INDICATIVE MODE. A mode which shows that the speaker is making a simple statement of fact. It is marked by a prefix in Arikara.	43
INFERENTIAL PREFIX. A verb prefix which shows that the speaker feels certain that something occurred although he has not actually experienced it or seen it happen.	42
INFINITIVE MODE. In Arikara, a mode that occurs with the verb in its subordinate form and complements an independent verb form. It is also used independently to give an admonition.	44
INFLECTION. A process which refers to grammatical additions to the verb or noun. In verbs these changes are made by the addition of affixes that indicate number, person, tense, mode, etc.	17
INTERROGATIVE. The form of a verb that asks a question.	48
INTRANSITIVE VERB. A class of verbs that do not take an object.	12

Term	Lesson
LITERAL TRANSLATION. A word-for-word, or element-for-element, translation. (See WORD-FOR-WORD TRANSLATION.)	10
LOCATIVE VERB. A class of verbs that show where something or someone is located or where something happened; they generally express location.	36
MODE. A grammatical category that shows how the speaker feels about what he is saying; e.g., whether he is sure or unsure of a statement. In Arikara, mode is expressed by prefixes.	43
NON-SINGULAR. A number category that signifies more than one person or object. In Arikara, there are two non-singulars: dual (two) and plural (three or more).	26
OBJECT PRONOUN PREFIX. In Arikara, a word part that precedes a stem and identifies the person or thing receiving the action of the transitive verb.	17
PASSIVE VERB. A class of verbs that describe a physical quality or state of the body, or an action that befalls someone. The subject is affected by the verb. What is the subject in English translation is the object in the Arikara inflection.	16
PERFECTIVE ASPECT. An aspect which tells that an action is or was completed within a relatively short span of time.	41
PERSON. The term for the grammatical distinctions marking the difference between the speaker (first person), the one spoken to (second person), and anyone or anything else (third person).	13
PLURAL. The number category in Arikara that indicates three or more persons or objects. (In English the plural is two or more persons or objects.)	26
POSSESSION. The expression of ownership.	48
POTENTIAL MODE. A mode which shows that something will happen or might happen in the future.	46

Term	Lesson
PREFIX. A meaningful word part, or affix, that is placed before a root.	17
PREVERB. A part of some verb stems that is frequently separated from the rest of the stem by various prefixes.	46
ROOT. The core of a stem or word; it has no affixes.	17
SECOND PERSON. The person who is being spoken to; i.e., "you".	13
STEM. The base of a word. It may be a root or a root plus derivational affixes. Grammatical affixes are added to it when it is in a sentence.	17
STRESS MARK. A mark over a vowel (´) that indicates which syllable is said with more force than the others.	3
SUBJECT PREFIX. In Arikara, it is a word part that identifies which person is the subject of the verb.	17
SUBORDINATE VERB FORM. A dependent form of the verb which cannot be used alone in a sentence. It must occur together with an independent verb form.	34
SUFFIX. A word part or affix that is added to the end of, or comes after, the root.	17
SYMBOL. A letter or mark, or a combination of these.	1
TENSE. A grammatical category used with verbs that tells when the action or state is taking place in time; e.g., the past, the present, or the future.	41
THIRD PERSON. A person other than the speaker or the one being spoken to; i.e. "be", "she", "it", or "they".	13
TRANSITIVE VERB. A verb that requires an object to complete its meaning.	12
VERB STEM. It may consist of a verb root, or a root plus one or more affixes which add to its meaning. When it occurs in a sentence, grammatical affixes are added to it.	17
WORD-FOR-WORD TRANSLATION. A translation that follows the exact order of meaningful parts in the language which is being translated.	10